

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
September 6-7, 2017**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman  
A.L. Collins, Vice Chairman  
Lt. Governor Dan Forest  
Wayne McDevitt  
Eric Davis  
Todd Chasteen

Rebecca Taylor  
Patricia Willoughby  
Olivia Oxendine  
Reginald Kenan  
Amy White

Also present were:

State Superintendent Mark Johnson  
Amanda Bell, Local Board Member Advisor

Jason Griffin, Principal of the Year Advisor  
Bobbie Cavnar, Teacher of the Year Advisor  
Lisa Godwin, Teacher of the Year Advisor

**CALL TO ORDER AND INTRODUCTION**

Chairman Cobey called the Wednesday session of the September 2017 State Board of Education (SBE) meeting to order and declared the Board in official session. Chairman Colby welcomed all visitors, and Twitter followers and noted that today's meeting was being taped but not audio-streamed due to technical difficulties and that the agenda and all materials are posted online, accessible through the State Board's website.

Chairman Cobey noted that today's meeting was significant for a number of reasons. First, our traditional public and charter schools have begun their new year, and we wish all parents, educators, and students in these schools our best wishes for this new school year. Secondly, we will hear the report on graduation rate and the results of the Accountability and School Performance Grades reports. Chairman Cobey expressed concerns and sympathies of this Board to the citizens of southeast Texas and southern Louisiana including many educators and students whose school year and lives have been interrupted with much devastation created by Hurricane Harvey. We in North Carolina can certainly also empathize since, over the years, we, too, have been the target of Mother Nature. In fact, some of our southeastern communities and their families are still struggling to overcome and rebuild after Hurricane Matthew last fall. Chairman Cobey asked that we keep those many Texas and Louisiana communities and their families in our thoughts and prayers.

Chairman Cobey read the Ethics Statement that is required: In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if during the meeting members became aware of an actual or apparent conflict of interest, they bring

the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

### APPROVAL OF AGENDA

As the first order of business, Chairman Cobey noted that Board members have seen the agenda for September and have had the opportunity to review it, and asked if there were any requests for changes. He requested a motion for approval.

### Discussion/Comments:

- There was no further discussion.

*Upon motion made by Eric Davis, and seconded by Tricia Willoughby, the Board voted unanimously to approve the State Board of Education meeting agenda for September 6-7, 2017.*

Chairman Cobey then introduced to the Board the new Communications Director, Mr. Drew Elliot, and asked him to stand and shared that Mr. Elliot holds a Master's degree from UNC-Chapel Hill in Communications and Journalism, so his education certainly poises him to be very prepared for his new position. He also served as the Communications Director at the Environment and Natural Resources. Chairman Cobey thanked Mr. Elliot and welcomed him aboard.

Chairman Cobey then recognized Mr. Eric Davis, Committee Chair for the Student Learning and Achievement Committee. Chairman Cobey also reminded the Board, as was our custom, the presentations on Graduation Rate and Accountability and School Performance Grades will be at the end of our meeting on Thursday.

### STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT (Mr. Eric Davis, Chair, and Dr. Olivia Holmes Oxendine, Vice Chair)

SLA Committee Chair Eric Davis called the September 2017 Student Learning and Achievement Committee meeting to order.

### ACTION

#### **SLA 1 – Extended Content Elective Courses: Vocational Preparation; Health, Safety and Independent Living**

#### **SBE Strategic Plan:**

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.2 Graduate students prepared for post-secondary education

Goal 2: Every student has a personalized education

Goal 5: Every student is healthy, safe and responsible

Objective 5.2 Promote healthy, active lifestyles for students

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. William J. Hussey (Director, Exceptional Children), and Ms. Dreama McCoy (Section Chief, Exceptional Children)

### Description:

The majority of students with significant cognitive disabilities pursue the graduation certificate pathway rather than the graduation diploma pathway and are allowed to remain in school until the age of 22. Elective courses for students on the certificate pathway often do not have standards that are modified and accessible for this population

of students. Some Local Education Agencies struggle with providing meaningful functional courses that ensure progress toward students' post-secondary goals. Students with significant cognitive disabilities constitute less than 1% of the entire population. One of the primary purposes of education is to prepare individuals with the tools that allow them to successfully address the demands of adulthood. Although these students are identified as having significant challenges, they are capable of learning and accruing skills that lead to post-school success at a level that engages and challenges them.

Two new courses, Vocational Preparation and Health, Safety and Independent Living, have been developed. These courses will be used as single courses over six (6) semesters equaling a total of 12 credits. These courses will be voluntary during the school years 2017-2019. During this time data, will be gathered through the implementation plan to determine support and resources needed to ensure successful implementation of the elective options in the 2019-2020 school year. These courses provide students with meaningful, relevant competencies that focus on vocational skills, community involvement, self-advocacy, and adaptive skills. The adoption and implementation by LEAs of these courses, as part of the graduation certificate pathway, will provide students the opportunity to obtain skills, resources, and knowledge to become independent and productive citizens. The timeline for implementation is as follows:

SY2017-2018 – Provide course competencies, rubric for portfolio, guidance document, and professional development.

SY 2018-2019 – Courses available for students as electives.

SY2017-2019 – As part of the implementation plan, data and feedback from the LEAs will be reviewed. Appropriate changes will be considered and reflected in the course electives.

SY2019-2020 – Begin requirement with students entering 9<sup>th</sup> grade for certificate completion.

### **Recommendations:**

It is requested that the State Board of Education approve the proposed changes at the September 2017 State Board of Education meeting.

### **Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Ms. Dreama McCoy to present this item.
- Ms. McCoy noted that last month the State Board of Education had a presentation from Nash-Rocky Mount schools regarding these two elected courses and what they were proposing.
- She stated that DPI looks at meaningful curriculum for students with severe disabilities, not only at what is educationally relevant but also what we are required to do, what we know works, and what we know is a priority for students' lives after school.
- Ms. McCoy noted that students on the certificate pathway are sometimes in school from five to eight years and have the ability to stay in the classroom setting up to the age of 22 years.
- She discussed skills that will help them be more productive members of society and support post school outcomes such as: vocational education, community access, daily living, independent lives in personal finance, social skills and relationships, and self-determination.
- Ms. McCoy also noted that the proposed structure would be similar to the Occupational Course of Study requirements with six credits total, four credits from Vocational Training, Health, Safety, and Independent Living and two elective credits from optional elective credits -- Occupational Preparation Courses I, II, III, IV - Career/Technical Education electives.

- She discussed the timeline for implementation beginning with school year 2017-18, providing course competencies, rubric for portfolio, guidance document, and professional development. During the school year 2018-2019 -- courses will be available for students as electives. For the school year 2017-2019, as part of the implementation plan, data and feedback from the LEAs will be reviewed.
- Ms. McCoy noted that a survey was sent to all EC Directors and received approximately 65 responses. She described the survey results and noted that out of the responses, 100% reviewed these competencies as elected courses.
- Mr. Davis stated that as a parent we share the urgency support and want to share with more of our students. He noted that the benefits are more a measured approach than providing training and thanked them for the improvements.

This item is presented for Action during the September 2017 State Board of Education meeting. (See Attachment SLA 1)

### ***ACTION***

#### **SLA 2 – K-8 Mathematics Extended Content Standards Revision**

**Policy Implications:** SBE# SCOS-012

#### **SBE Strategic Plan**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.2** Graduate students prepared for post-secondary education

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. William J. Hussey (Director, Exceptional Children) and Ms. Dreama McCoy (Section Chief, Exceptional Children)

#### **Description:**

In fulfillment of policy SCOS-012, the newly revised K-8 Mathematics standards were approved by the SBE in June 2017. Students with significant cognitive disabilities must be provided access to the State standards by aligning instruction and assessments to the recently approved K-8 Math standards. This allows for educational goals to link directly to grade level and academic content. The Exceptional Children Division, in collaboration with K-12 Curriculum and Instruction Division, must fully align to newly adopted K-8 Mathematics standards. Students with significant cognitive disabilities constitute less than 1% of the student population. Although these students are identified as having significant challenges, we are capable of learning at a level that engages and challenges them. This month, the draft of the revised standards (now named Extended Content K-8 Mathematics) are presented for Discussion. Public comments were made available for thirty days.

#### **Recommendations:**

It is requested that the State Board provide feedback and input on the proposed changes and return the item for approval at the September 2017 State Board of Education meeting.

#### **Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Ms. Dreama McCoy to present this item.
- Ms. McCoy stated that in June the K-8 standards were adopted.
- She noted that this item was to ensure alignment of the extended content standards with the current K-8 math.
- No additional comments were made.

This item was presented for Action during the September 2017 State Board of Education meeting. (See Attachment SLA 2)

## ***ACTION***

### **SLA 3 – Every Student Succeeds Act (ESSA) Draft Plan**

#### **SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for post-secondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

**Objective 1.5:** Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Tammy Howard (Director, Accountability Services), Dr. Lou Fabrizio (Federal Policy Director), and Dr. Nancy Barbour (Director, District and School Transformation)

#### **Description:**

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires the U.S. Secretary of Education to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

The North Carolina Department of Public Instruction (NCDPI) has been working on the development of its ESSA plan since early 2016 in terms of stakeholder engagement. The first draft of the ESSA State Plan was posted on the NCDPI website on September 29, 2016. The second draft was posted on December 22, 2016, the third draft was posted on May 1, 2017, and the fourth on June 26, 2017. The fourth draft was the one posted to meet the 30-day public comment period required under ESSA. It was the draft plan discussed in detail at the SBE meeting on July 6, 2017. The fifth draft was posted on July 28, 2017. It is the draft given to the Governor for his 30-day review to meet the requirement under ESSA. *However, a new (sixth) draft will be posted at <http://www.ncpublicschools.org/succeeds/> and on the SBE’s e-board site prior to the SBE meeting on September 6, 2017.*

At the September meeting, NCDPI staff will highlight sections of the State Plan that have changed from the prior draft and from comments from Governor Cooper’s 30-day review which warrant specific SBE attention prior to voting on approving the plan.

#### **Recommendations:**

It is recommended that the State Board of Education approve the State Plan for submission to the US Department of Education by the September 18, 2017, deadline.

### Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Superintendent Johnson for comments on the plan.
- Superintendent Johnson stated how proud he was of the preparation and all the hard work that has gone into the plan by the staff at NCDPI. He stated that this plan will ensure that NCDPI has responded to the federal governments' questions, but also charts a course under these new federal requirements that will benefit public schools in North Carolina. Last month while the Board was in town, a range of concerns was raised about what was in the plan and what was not in the plan. Superintendent Johnson noted that some of those concerns were misunderstandings about what the plan was, some were due to changes in the template of the plan which resulted in changes to the plan, and some were comments that sparked very good discussion among the Board members and the staff. He added that some of the same concerns were raised by the Governor as well.
- Superintendent Johnson was happy to report that, based on the discussion and follow-up work by staff, that the concerns were largely behind them. After last month's meeting, he asked Board members to contact him with concerns so that NCDPI could address them before this meeting. Superintendent Johnson shared that feedback was received from a few Board members. He added that he was confident that this plan was ready to be approved and NCDPI is ready to begin implementation of this federal law. He also added that the theory of action in the plan can guide North Carolina over the next ten years to move education forward. Superintendent Johnson again thanked the staff for countless hours they have spent drafting the plan, responding to public comments, incorporating stakeholder and/or other input, and ensuring that the plan is one to be proud of.
- Mr. Davis asked Superintendent Johnson what he felt are the positives and negatives of this plan. Superintendent Johnson replied that the positives of this plan are the theory of action. Negatives regarding the accountability indicators were discussed last month and are addressed in the new language that was added that the State Board of Education will continue to discuss other indicators that the SBE may want to use in its Strategic plan or on the school report cards. Superintendent Johnson stated that he has a very good working relationship with the General Assembly and will communicate with them about the theory of action to move toward a more personalized individualized learning platform. The hope is that in the future with technology and very good content, formative assessments can one day replace the assessments currently used for the accountability system.
- Mr. McDevitt commented that several years ago, the legislature specifically prohibited the state requirement of high school graduation projects. Mr. McDevitt added that although he did not see personalized learning as a requirement the transformation from "an industrial age " to personalized learning has been happening for several years and needs to continue.
- Dr. Fabrizio then started his presentation and stated that the plan development has been a long process. Dr. Fabrizio reiterated Superintendent Johnson's comment about the staff and noted that this has been a project that has included close to thirty different staff members one way or another in the department. He acknowledged Ms. Donna Brown who spent a lot time at the computer arranging and editing this plan along with him.
- Dr. Fabrizio began with the review of the timeline and reminders of the process. He noted that there were seven different attachments on eBoard. Dr. Fabrizio shared that this meeting is near the very bottom of the timeline with the final draft plan for the State Board of Education hopefully adopting the plan tomorrow, and submitting the plan to the US Department of Education probably a few days before the September 18th deadline. He referred Board members to a color copy of the draft plan for review and noted the color-coding to make it easier to see the changes made from last month. Dr. Fabrizio reminded the Board that once the plan is submitted, USED has up to 120 days to approve or reject the plan, keeping in mind that this plan goes into effect for the 2017-18 school year. Part of the review involves what is called the peer review process. He noted that certain parts of the plan (Title I, Title III, McKinney-Vento) will be peer reviewed. He then referenced attachment 7 (NC Table of Contents for Peer Reviewers). This was put together for the peer reviewers so that it aligns with their template.

- Dr. Fabrizio also shared that the USED has been contacting states several weeks after they have submitted their plans and have asked the states to make changes or provide clarifications. States have up to fifteen days to make those changes. If a state needs more than fifteen days to make the changes, USED has been adding those extra days they take to the 120 days. The USED has most recently said that before they send a formal letter to the state, they will call them on the phone and talk to them.
- Dr. Fabrizio reminded the Board that, after the plan has been approved, the State Board has the authority with the State Superintendent of making recommended changes when the need arises that there should be a change to the plan.
- He then discussed the revisions to the ESSA State Plan from last month and referenced attachment 3. Dr. Fabrizio talked about the N-size of 30 because of reporting grades for each subgroup of students.
- Dr. Fabrizio also explained the tables comparing percentages of schools with sufficient numbers of students to comprise subgroups depending on the N-size versus the percentages of the statewide population of the subgroups that would be included depending on the N-size. He noted on the draft plan at the bottom of page 21 the requirement to report a school performance grade for each subgroup. This further necessitates a minimum N-size that assures the data reported are valid at the subgroup-level. He noted the recommendation to keep the sub-group size of thirty. Dr. Fabrizio clarified the distinction between the N-size for accountability (determining a grade) and the N-size of 10 for reporting percentages of students scoring proficient on the assessments.
- Ms. Willoughby recommended that instead of saying “to transform” in the theory of action, to say to "continue to transform." She added that schools do not look like they did fifty years ago; Superintendent Johnson agreed that staff would make the change. Dr. Fabrizio also asked the Board to give the staff authority after tomorrow's vote, to change any typos or other errors found in the plan before submitting the plan to the USED.
- Chairman Cobey replied that without objection that was understood.
- Dr. Oxendine asked if the peer review commentary from the USED was based on a rubric. Dr. Fabrizio replied yes, the peer reviewers all have a specific set of questions that they have to answer when reviewing a state's plan.
- Mr. Collins thanked the entire team and noted that the plan was a whole lot better than what it was at the beginning of the year. His overall assessment was that it is mostly status quo. Mr. Collins shared that he was disappointed that the Board and the NCDPI did not take the opportunity to reform testing. He added that we spent a lot of time lobbying in Washington to give testing flexibility to the state. He also added that the testing has not changed. He stated the need to test to inform instruction. Mr. Collins expressed his concern that the ten-year goals will still leave some students well behind some others but the graduation rates will all be much higher. He stated that the graduation rates do not align with the test scores. Mr. Collins raised the question again, on whether it meets the requirements of the Leandro case and felt he would be remiss to not point that out as a flaw in the plan.
- Mr. McDevitt thanked Dr. Fabrizio and the staff for all their hard work and stated that he was still struggling with what will be on the school report card versus what is in the plan, regarding chronic absenteeism, early childhood, extracurricular, and the proof of concept. He added that he likes that the plan can be amended, and the need for the Board to be vigilant. He stated that budget cuts matter, class sizes matter, other things matter and all of them affect the larger picture. The state has to do more than what is in the plan or there will be disappointment.
- Dr. Oxendine stated that all schools of education in North Carolina, Deans, and department chairs, need to see the table in Attachment 7 on page 191 which shows low high school reading performance. She added that it also needs to be shown to all superintendents, principals, and teachers in order to have serious conversations about how to fix it. She stated that it begins with all teachers needing to know how to teach reading.

- Ms. Godwin thanked everyone for all their hard work. She shared a saying, “to grow the elephant, you don’t weigh it, you feed it.” She added that there is a lot of weighing of the elephant and today, across the state, many five-year old students, who have only been in school for a week, will begin m-Class testing. The students are going to be given a color of red, green or yellow. Ms. Godwin stated teachers are struggling but she does not believe it is for a lack of knowing how to teach reading, but a lack of time to teach reading, because they are using so much of their instructional time to assess students. She added that she hopes that with the theory of action, over the next few years, Superintendent Johnson, the State Board of Education, and legislators will make it more of a focus to feed the children of North Carolina and to not put so much emphasis on weighing them.
- Mr. Griffin thanked Dr. Fabrizio and the entire team for all their work. He added from a principal’s perspective, that the large number of students with disabilities in the school cause him to go back and look at the practices for identifying these students. He talked about how using MTSS will help schools address those students who may have missed some instruction and may not necessarily have a specific learning disability.
- Mr. Coltrane commented on behalf of Governor Cooper and thanked the department staff and the Board for all of the work that went into the plan, and to all of the many stakeholders that provided feedback for almost the last two years. Mr. Coltrane thanked everyone for allowing Governor Cooper to review the plan and for considering his concerns. Mr. Coltrane stated that Governor Cooper looks forward to continuing to work with the Board and the department on these issues in the future.
- Mr. Davis also thanked Dr. Fabrizio, Dr. Pitre-Martin, Dr. Howard, Ms. Donna Brown, and the entire team. He agreed with Mr. Collins and noted that this was a good plan, and that it shows the good work that is being done but there is a lot more work to do. Mr. Davis took Ms. Godwin’s analogy further, and added that he did not believe that the state is just weighing the elephant, but that the state is starving the elephant. The goals of this plan will not be achieved until more feeding of the public-school systems and students occurs with more funding. Mr. Davis noted that it will not solve all the problems but it’s going to take a lot more for North Carolina to raise the performances of North Carolina students.

This item was presented for Action during the September 2017 State Board of Education meeting. (See Attachment SLA 3)

### ***ACTION ON FIRST READING***

#### **SLA 4 – Compliance Commission Recommendations for Field Testing and Special Studies Appeals for the 2017-18 School Year**

##### **SBE Strategic Plan:**

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

##### **Description:**

On August 4, 2017, LEAs and charter schools were notified of participation in field tests and special studies for the 2017–18 school year. LEAs/charter schools were permitted to file an official appeal requesting that a school be excluded from a specific field test sample based on a written justification submitted by the LEA superintendent/charter school director, along with a Request for Appeals form. Requests for Appeals were collected by the Division of Accountability Services and presented to the Compliance Commission for Accountability at a conference call meeting on August 24, 2017. At the September SBE meeting, the Compliance



Commission recommendations for accepting or denying the appeals will be presented for Action on First Reading. Expediting action on this item will provide timely information to LEAs so they may plan for the 2017–18 school year.

**Recommendations:**

It is recommended that the SBE approve the Compliance Commission’s recommendations regarding the appeals.

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Dr. Howard for this item.
- Dr. Howard noted the field test appeals were presented to the Compliance Commission on August 24. The Compliance Commission recommends the Board approve the Doris Henderson Newcombers School’s appeal because of its’ membership of newly arrived students to the United States. Though as part of ESSA, these students will participate in the general assessments, Dr. Howard shared the Compliance Commission’s recommendation was to approve the field test appeal. Dr. Howard stated the Compliance Commission recommended the Board deny the other submitted appeals.
- Ms. Taylor noted that there were several requests presented to the Compliance Commission and all were denied. She asked if they were unanimous decisions. Dr. Howard responded that they were not unanimous decisions. The majority of them were unanimous, but there were four that had to go to a roll call vote. The roll call vote recommended denial. These schools were low performing or had populations of struggling students. Ms. Taylor asked how we can field test but not take away instructional time. Dr. Howard reminded the Board that this was an unusual year due to the mathematics field tests and stated that the last year with this magnitude of field testing was 2011.
- Mr. Collins stated that we are not listening to the folks in the field. He added that he cannot accept the idea that we cannot listen to the folks from the field who are bringing legitimate concerns about us doing things here that was making it hard for them to teach in the classroom. For us to summarily accept these recommendations that are all denials are going to reverberate among the districts in a way that he hates to answer the phone when he gets back. Mr. Collins stated that we cannot as a Board sit here and look at this thing and say that there was not any justification for any of those districts to have any kind of waivers. He stated he would not vote to accept this report under these circumstances.
- Ms. Bell asked if the Commission provided the Board any feedback in terms of why they denied these schools. Dr. Howard replied that might be a question best answered by the Commission members which was comprised of teachers, principals, and superintendents.
- Ms. Taylor stated that it might be good for the Board if some of us were to talk to Commission members. She added that it sounds like many of them felt that they were legitimate requests by approving these few that requested it

This item is presented for Information during the September 2017 State Board of Education meeting. (See Attachment SLA 4)

Mr. Davis noted that SLA 5 and SLA 6 Action on First Reading items will take place on Thursday.

## **DISCUSSION**

### **SLA 7 – Amendment to Course for Credit Policy (CCRE-001) Related to Online Vendor Course Approval**

**Policy Implications:** SL 2017-173

#### **SBE Strategic Plan:**

Goal 2: Every student has a personalized education

Objective 2.2 Increase the number of teachers and students using digital learning tools

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent) and Dr. Eliz Colbert  
(Executive Director, North Carolina Virtual Public School)

#### **Description:**

SL2017-173 Part VI repealed the requirement that all e-learning opportunities be consolidated under the North Carolina Virtual Public School. The law also identified eligibility requirements for e-learning providers, other than NCVPS. As a result, SBE Policy CCRE-001 must be updated to remove reference to e-learning courses requiring approval by NCVPS and to list the e-learning provider eligibility requirements as stated in SL 2017-173.

Excerpt from SL2017-173

PART VI. NORTH CAROLINA VIRTUAL PUBLIC SCHOOL SECTION 6.(a) Section 7.22(h) of S.L. 2011-145, as amended by Section 88 of S.L. 2014-115, reads as rewritten: "SECTION 7.22.(h) Beginning in 2011, the Director of NCVPS shall submit an annual report on NCVPS to the State Board of Education no later than December 15 of each year. The report shall use data from the previous fiscal year and shall include statistics on actual versus projected costs to local school administrative units and charter schools, student enrollment, virtual teacher salaries, and measures of academic achievement. The Director of NCVPS shall continue to ensure the following: (1) Course quality standards are established and met for courses developed by NCVPS. (2) All e-learning opportunities other than virtual charter schools offered by State-funded entities to public school students are consolidated under the NCVPS program, eliminating course duplication. (3) All courses offered through NCVPS are aligned to the North Carolina Standard Course of Study." SECTION 6.(b) Notwithstanding any other provision of law, local school administrative units may partner with eligible providers other than the North Carolina Virtual Public School for e-learning opportunities. Eligible providers shall meet all of the following: (1) Be accredited by a regional accrediting agency such as, but not limited to, AdvancEd or the Southern Association of Colleges and Schools (SACS). (2) Employ teachers who hold teaching licenses from states that participate in the NASDTEC Educator Identification Clearinghouse. (3) Ensure that courses offered to North Carolina students are aligned to the North Carolina Standard Course of Study. SECTION 6.(c) This section is effective when it becomes law

#### **Recommendations:**

The State Board of Education is asked to amend the existing policy to be compliant with SL 2017-173.

#### **Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Dr. Colbert for this item.
- Dr. Colbert presented policy changes for discussion an amendment to the course for credit policy only as it relates to online vendor course approval for students taking a course for first-time credit. She stated that we have never approved credit recovery online courses for example.
- Dr. Colbert informed the Board that they have approved the over 400 courses based on an alignment to Standard Course of Study, alignment to teacher credentialing in North Carolina, and based on some best practices for online learning as spelled out by the iNACOL Standards.

- She noted that at the end of the session this year, the General Assembly passed HB 800. This removed NCVPS obligation to do this approval and place it in the hands of the districts.
- Dr. Colbert's stated that the vendors must be an approved body by an accrediting body, such as Southern Association of Colleges and Schools (SACS) or AdvancEd or something comparable, and teachers need to come from states that participate in NASDTEC which is a national clearinghouse for teacher licenses.
- Mr. Davis asked what impact or burdens will this have on our district. Dr. Colbert replied that initially short-term, the courses that they are currently using, many of them probably do not meet the new criteria, because the law came on late for a district to change vendors. She also noted that many of these vendor's courses that NCVPS has approved in the past do not have the SACS or AdvancEd accreditation. She stated that it was going to require more leg work on the part of the districts. Mr. Davis asked could Dr. Colbert gather feedback from districts on how many courses might be impacted, would be very informative. Dr. Colbert replied that they would send a survey to try and get some information, but reminded the Board the law was already in effect.
- Mr. Davis asked if this item could be moved to Action on First Reading. Chairman Cobey stated without objection, to move this item to Action on First Reading.
- Superintendent Johnson asked Dr. Colbert to talk about the Japan Foundation. Dr. Colbert shared with the Board that NCVPS won a grant to develop Japanese III from the Japanese Consulate who came and presented a check for \$20,000 to develop Japanese III. Dr. Colbert noted that we will be one of the first in the nation to offer this course online.

## ***INFORMATION***

### **SLA 8– Reintroduction of Preschool Programs to the Eastern North Carolina School for the Deaf (ENCSD, Wilson) and the North Carolina School for the Deaf (NCSD, Morganton)**

#### **SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship

**Objective 1.2:** Graduate students prepared for post-secondary education

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers

**Goal 2:** Every student has a personalized education

**Objective 2.2:** Increase the number of teachers and students using digital learning tools

**Objective 2.3:** Increase the number of schools designated as Science, Technology, Engineering and Mathematics (STEM)- or Global Education-ready

**Goal 3:** Every student, every day has excellent educators

**Objective 3.3:** Increase the number of teachers graduating from quality traditional and alternative educator preparation programs

**Objective 3.4:** Increase the number of principals graduating from quality traditional and alternative educator preparation programs

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators

**Objective 4.3:** Use State and federal funding according

**Goal 5:** Every student is healthy, safe, and responsible

**Objective 5.1:** Create and maintain a safe and respectful school environment

**Objective 5.2:** Promote healthy, active lifestyles for students

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

**Description:**

As NC expands its preschool program statewide, in the 2017-18 year, the ENCSD and NCSD plan to reintroduce their preschool programs for Deaf and hard of hearing children which were discontinued in 1998. Parents of very young children with hearing loss consistently contact ENCSD and NCSD seeking quality services and programs. In light of a lack of sufficient high-quality preschool programs for children with hearing loss, ENCSD and NCSD are uniquely able to provide regionally accessible personalized preschool services and programs, including the essential component of parent education. The preschool programs will seek to have excellent ratings on environment rating scales and nationally recognized quality assessment scales developed through the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. The programs will meet the ten benchmarks for quality standards of the National Institute for Early Education Research (NIERR) in line with the NC Pre-Kindergarten (NC Pre-K) Program.

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Ms. Bacon for this item.
- Ms. Bacon shared that the ENCSD in Wilson and NCSD in Morganton plan to reintroduce their preschool programs for Deaf and hard of hearing children. Center-based or preschool classes were discontinued in 1998, and these services continued to go out into the homes, early learning programs and the community.
- She noted that this was an opportunity for residential schools, as North Carolina expands its preschool program statewide, during the 2017-18 school year.
- She added that this will be a day program serving students only in the local areas around Wilson and Morganton. She informed the Board that the residential schools would use the existing resources for startup cost which will include staff, transportation, classrooms and meals. As the program grows, schools will seek grants and any other state or federal funding that may be available to support these preschool children.
- She added that hopefully the reintroduction of these preschool program at the schools for the death, will identify students, address any gaps in services, increase capacity within existing resources and continue to improve school readiness and successful transition to kindergarten.
- Chairman Cobey stated that he was very excited about this and really appreciated it. He added that if you can get the services to really young children, it makes a huge difference over their lifetime. Chairman Cobey stated that families literally move from other parts of the state and relocate so that they can access the services. He added that this was a wonderful direction to go in and he commends Ms. Bacon and her Board. Ms. Willoughby asked how many children to expect and if we are providing transportation. Ms. Bacon replied, yes transportation will be provided and at this point we have been forwarding all requests to the local LEAs. She added that there are our four or five students in the Morganton area, and we have a few students at Eastern and that was how they know that they can grow the program.

**NEW BUSINESS**

- **Multi-Tiered System of Support (MTSS) Implementation Update**
  - ❖ Amy Jablonski, Director, Integrated Academic and Behavior Systems
  - ❖ Amy Miller, MTSS Consultant, Research & Evaluation Specialist

Ms. Jablonski informed the Board that there were three areas to update them on -- the current status, implementation data, and next steps. Ms. Jablonski dispelled a myth that MTSS was just for struggling students. She stated that it was about total school improvement. She also stated that it is about accelerating learning for anybody and everybody by focusing on staff first. Mr. Jablonski shared the six critical components within MTSS:

- Leadership
- Building the capacity/infrastructure for implementation
- Communication and collaboration
- Data-based problem solving
- Three-tiered instruction/intervention
- Data evaluation

Ms. Jablonski discussed where the cohorts and modules are right now, and where folks are in content. She shared that the cohorts 1 and 2 have made it through module one. Module two -- they are looking at building a system of interventions that was proactive versus reactive. Ms. Jablonski noted that they work with them to look at their data to know in advance what struggles are going to occur, and put them in place before the students arrive, so when they do show that they need assistance, everything is already in place for them. Module three – which is about evaluation identification of specific learning disabilities. Cohort 1 and 2 just got released module 3.1 the beginning of that work, and cohort 3 and 4 is about to engage in module two. Ms. Jablonski shared that as of Friday, we have 2982 participants enrolled in our courses. She stated that we have a Cohort 5, which focuses on charter schools. Charter schools can stay with their current cohort, or if they want to move to cohort five they could.

Ms. Amy Miller talked about the implementation data with the self-assessment of MTSS. She noted that and the beginning of the 2015–16 school year Self-Assessment of MTSS (SAM) was introduced. She stated that they adopted this measure to measure implementation of the full MTSS as model. Ms. Miller shared that this year, technology services built them an app. This app allowed school districts to more easily collect and analyze that data at the district and school level. Ms. Miller noted that this allowed schools to complete the SAM with a district coordinator and immediately see the strengths, needs, and possible next steps for improvement. They are really excited to see SAM data across the state driving school improvement. Ms. Miller also shared that offering of the SAM is an optional tool for districts to use with their schools to complete. She noted that there was a large increase from last school of the SAM usage, and shared the percentage of districts in each region that had at least one school complete the SAM.

Ms. Miller shared with the Board from the 2015-16 school year to the 2016-17 school year they saw growth and the percentage of implementation across all six critical components. Mr. McDevitt asked for interpretation the participation numbers and the consequences. He added what can SBE do to encourage. Ms. Jablonski replied that going back to being the communication and visibility aspect of implementation helps a lot. She also added that conveying that it is an optional tool to use. She talked about the free and optional North Carolina Universal Screening Progress Monitoring Suite for Mathematics as well as any other area that K-3 literacy does not provide. Ms. Jablonski shared that we are the first state to do this work in a way that it is free and optional and was being built in-house. Superintendent Johnson asked for more details on how they use the K-3 literacy work to drive the data collection you need. Ms. Miller added that we have an early warning system so that we can make sure that we see kids before they get to that crucial age of third grade, we know who might be falling through the cracks. Superintendent Johnson added that then testing allows you to monitor where those kids are. Ms. Miller replied yes.

Mr. Davis stated that their final new business item would be postponed until next month.

## **ADJOURNMENT**

Indicating no other business, SLA Committee Chair Davis adjourned the September 2017 SLA Committee meeting.

Chairman Cobey noted special thanks to all the staff for all the work they have done with the ESSA plan over the months. He noted that it was no easy task to try to diligently incorporate all the feedback and input that was given from various stakeholders within the limitations that they had within the plan. Chairman Cobey offered his sincere thanks.

### **SPECIAL COMMITTEE ON DIGITAL LEARNING (Lt. Governor Dan Forest, Chair; Ms. Becky Taylor, Vice Chair)**

SCDL Committee Chair Lt. Governor Dan Forest called the September 2017 Special Committee on Digital Learning meeting to order.

## ***NEW BUSINESS***

- ❖ **Digital Learning Initiative Professional Learning Update**
  - **Ms. Verna Lalbeharie, Director, Digital Teaching & Learning**
  - **Dr. Jeni Corn, The Friday Institute at NCSU**

Lt. Governor Forest noted that we have made good strides on plans for digital learning. He noted that they will provide the Board with an update and encouraged everyone to look at the DPI website, the Friday Institute website and dig into the digital learning plan. He added that they continue to move forward and continue to look for new opportunities to advance digital learning in North Carolina as well as continuing to look for new funding opportunities. Lt. Governor Forest noted that they partnered with FCC by getting engaged deeply with them on our plans with digital learning. They have leveraged state funds in the amount of \$30 million for about \$65 million annually from FCC and are getting ready to do our second round. The Lt. Governor noted that the team that has been doing a phenomenal job and introduced Ms. Verna Lalbeharie and Dr. Jeni Corn to present this item.

Ms. Lalberharie and Dr. Jeni corn have been co-leading the work of the digital learning initiative. Ms. Lalberharie shared that they would be providing a quarterly update to the State Board of Education. She reminded the Board that in May they presented a series of updates. Ms. Lalberharie provided an overview of the new legislation and referred to S.L. 2016-94 §8.23 which included six items to align our work with. She discussed some new legislative items which included:

- New cybersecurity and risk management services - use up to \$200,000
- To collaborate more closely with UNC educator preparation programs
- Assess current efforts to provide student digital literacy instruction in K-8
- The intent of the law is that they spend up \$1.8 million to implement the requirements
- Allows the State Surplus Property Agency to donate surplus computers to nonprofit organizations that distribute them to low-income students.

Ms. Lalberharie discussed major accomplishments and highlights over the summer 2017. She also provided an overview on the 2017-18 projected expenditures. She added that they want to think about how they provide scaled teacher professional development, leveraging both face-to-face, as well as online opportunities.

Dr. Horn talked about the systemic data approach which was a lot of the work that they provide at the Friday Institute. That line item was about providing funding for programmers, analyst, for researchers to really dig into the data, enhancing the DMLI, trying to come up with new and innovative ways to be transparent about the data that they are gathering, so that the stakeholder groups really understand how they are making good use of these funds, and what sort of successes they are seeing and/or changes they are seeing in the field. She shared that they get asked a lot, what is their return on investment. Dr. Corn shared that they are working with a new faculty at NCSU, College of Education who is exploring rigorous studies of this topic of benefits and cost in an education setting. She also talked about the Digital Learning Institute Grants: 2017-18 Planning and Showcase Grants. Dr. Corn discussed another priority around parent engagement through digital resources. She concluded that they are excited about the opportunity to continue this work and partnership with DPI, Ms. Lalberharie, and the State Board, and are interested in getting feedback on these big pieces for them for this year on the benefit cost study digital content strategy. Dr. Corn asked, what is the role, and what should be the role of the department in providing high quality digital content to all our schools? She also asked what is the right strategy for engaging are on IHEs in conversations about reform and modernization.

Mr. Collins thanked the Lt. Governor for his leadership in this plan. He thanked Rep. Horn and members of the General Assembly for collaborating with us on this, and shared that this was one of the best things that he has seen the Board do since he has been on the Board. Mr. Collins added that a lot of it has to do with the fact that we maximized the resources of the Friday Institute in a way should be an example for the rest of the state. Mr. Collins asked what is the end in mind? He added that it was important for your committee, Lt. Governor, the Superintendent and even the Legislature, for us to have a vision of what that was going to be so that as we make sure as go we are progressing. Lt. Governor Forest replied that the end in mind was certainly to provide equal opportunity of access to excellent content to all students of North Carolina regardless of your socioeconomic status or zip code. He added that our next priority, from an educational perspective, was to get every home connected to high-speed broadband connecting the last mile. Chairman Cobey commented that he hopes that we take time to plan and celebrate some mile stones, such as getting high-speed in every educational space. Let's really celebrate this.

## **EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING** (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

EICS Committee Chair Rebecca Taylor called the September 2017 Education Innovation and Charter Schools (EICS) Committee meeting to order.

### ***ACTION ON FIRST READING***

#### **EICS 1 – 2017-18 Charter Schools Pilot Transportation Grant Recommendations**

##### **SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

##### **Description:**

SB 257 states - **By August 1, 2017**, the Department shall establish the criteria and guidelines for the grant application process for the upcoming school year, including any documentation required to be submitted with the application. The Department shall accept applications until December 31, 2017, for eligible student transportation

costs incurred during the fall semester of the school year and until May 30, 2018, for eligible student transportation costs incurred during the spring semester of the school year. Criteria and guidelines will help with the fund distribution of \$2.5 million dollars.

The Office of Charter Schools (OCS) proposed criteria and guidelines for the charter schools grant application process to the Charter Schools Advisory Board (CSAB) on September 5, 2017. In reviewing the totality of information, the Advisory Board decided to adopt the guidelines and process outlined below:

#### **Five Step Charter School Grant Process:**

1. Complete a Letter of Intent (see attached) to help with the planning and grant dissemination since there is \$2.5 million allotted;
2. Complete an application (see attached);
3. OCS, CSAB and other division participation to review and approve an application;
4. After application approval, require the school to submit relevant documentation such as receipts, etc.; and
5. Fund disbursement to approved schools.

#### **Recommendations:**

It is recommended that the State Board of Education approve the charter school grant recommendations of the Charter School Advisory Board.

#### **Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Mr. Dave Machado for this item.
- Mr. Machado reminded the Board that the General Assembly provided \$2.5 million to NCDPI to establish a non-competitive charter school transportation grant program for the 2017-18 school year. He stated that the eligibility for the grant will reimburse up to 65% of the school's transportation cost and the maximum allowable grant for each school is \$100,000. It can cover cost of fuel, vehicle maintenance, and/or contracted transportation expenses.
- Mr. Machado also stated the timeline for the grant was August 2017 – released and distributed the letter of intent to our schools. On September 1, 2017, the letter was due to the OCS. On December 31, 2017, the grant application deadline and reimbursement documentation is due to our office. January 2018, they will be rewarding the first round of the funds to the schools. February 16, 2018, recipients of the grants will give them a report. On May 18, the grant recipients spring reimbursement documents are due, and in June 2018, awarding of the funds of the second semester will be done. On March 15, 2018, the OSC will submit a report to the Joint Legislative Transportation Oversight Committee and the Joint Legislative Oversight Education Committee.
- Mr. Machado stated that the disbursement of these funds was contingent on timely submission of documentation, reporting expenditures and verification of those documents.
- The grant recipients are required to submit a report about February 16 on the following: whether receiving a grant has led to an increase in the charter school offering lunch, whether receiving a grant has led to an increase in a student participation in the lunch program, whether receiving a grant has increased the offering of student transportation by the charter school and the modes of student transportation offered by the charter schools. Mr. Machado reported that we have close to forty schools that have admitted their intent to participate and are still waiting for more applications.

This item is presented for Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment EICS 1)



***ACTION ON FIRST READING***

**EICS 2 – NC Innovative School Districts State Board of Education Draft Policies for Consideration**

**Policy Implications:** G.S. 115C-75.6

**Presenter(s):** Dr. Eric Hall, NC Innovative School District Superintendent

**Description:**

The ISD Superintendent shall provide an overview of three new policies to support the initial launch of the North Carolina Innovative School District. These draft policies focus on NCISD school criteria for qualifying as an Innovative School, the evaluation of qualifying schools prior to selection, and policy that defines final selection criteria and actions for the State Board of Education and the ISD Superintendent.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Dr. Eric Hall for this item.
- Dr. Hall reported that they have three policies for consideration and that this was the first year of operation and they are trying to take this in stages in alignment with legislation.
- He noted that the first policy deals with determining the quality of schools dealing with those schools that have adopted either a restart, transformation, or turnaround model. He also added that they would like to seek to define, what does the immediate prior school mean. The reform model application must have been submitted to DPI and approved by the State Board of Education no later than June 30, of the immediate prior school year to be exempt from consideration.
- He talked about the second policy which deals with the evaluation process. As indicated, tomorrow they will be releasing the list of qualifying schools based on the most current data available. He noted that from that list, in legislation, the Innovative School District Superintendent will be tasked with conducting an evaluation of those schools. Dr. Hall will then pull that information together to present to the State Board of Education with a full scope of information to support his recommendation of schools for consideration. The final piece of this policy was about where do we have qualified Education Management Organizations (EMO), or Charter Management Organizations (CMO), that express their intent to apply to operate one of these schools.
- Lt. Governor Forest asked how do you go about reaching out to the management organizations once that was identified to make sure that you do have someone that was interested in all locations. Dr. Hill replied, that right now they have a notice of intent process, and have used existing communication strategies, and the notice of intent to apply is due September 29.
- Dr. Hall noted that the third policy deals with the information that he will be bringing back in October with a list of schools that will be released tomorrow. He stated that they will narrow down that list to a group of schools by October for a deeper discussion.

This item is presented for Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment EICS 2)

***DISCUSSION***

**EICS 3 – Submission Restart Applications**

**Policy Implications:**

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for post-secondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).  
Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Dr. Nancy Barbour (Director, District and School Transformation)

**Description:**

Recurring Low-Performing Schools have the opportunity to apply for one of four Reform Models to utilize innovative school reform and reverse a history of low performance. The Committee for Student Learning and Achievement and the Department have received a number of Reform Model applications from across the state listed by LEA below. These applications are posted for review and will be processed by the Department, read, reviewed by necessary Divisions, and potentially edited in preparation for their approval at the October State Board Meeting.

Applications Submitted for Discussion: One Reform Model Application is being submitted for approval. The following list includes the name of the school district and school.

Northampton County Schools

1. Gaston Elementary School

**Recommendations:**

It is recommended that the State Board approve this application.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Dr. Nancy Barbour for this item.
- Dr. Barbour shared with the Board that they have one restart application – Gaston Elementary School.
- She reminded the Board that last month they discussed having a brief pause on bringing these reform models. Dr. Barbour noted that they have notified superintendents of that intent and only have one today.
- Chairman Cobey approved without objection to move this item to Action on First Reading.

This item is presented for Discussion and was moved to Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment EICS 3)

Ms. Taylor noted that EICS 4 -- the public release of qualifying schools for the innovative school districts will be released tomorrow after their presentation.

**NEW BUSINESS**

- **NCVPS Executive Director's Report**
  - ❖ **Dr. Eliz Colbert (Executive Director, NCVPS)**

Dr. Colbert shared that their goal is to maximize the virtual classroom so more children can succeed and graduate. She noted that we all know that every child does not learn in the same way and at the same rate. How can the

virtual classroom help that situation? Dr. Colbert shared that they have put together an innovative program around Math 1. She added that Math 1 was a graduation requirement and it was also a barrier sometimes for students. Dr. Colbert noted that if they cannot pass Math 1 then they cannot graduate. She described what the course looks like as a two-course sequence: Foundations of NC Math 1 and the NC Math 1 test, and the students would take the end of course test for Math 1. Dr. Colbert shared that the innovation is targeted at students who are on track to fail Math 1. With this course, they will have the benefit of two teachers -- a face-to-face North Carolina certified teacher in the class with them every day, and a certified math teacher online. Dr. Colbert took a moment of personal indulgence and thanked Ms. Catrina Parker, Instructional Director at NCVPS for math and has emerged as a fabulous leader.

Dr. Colbert noted that the initial implementation was not just a course. They had training for teachers, observations, focus groups with the students, pre-course surveys and posts-course surveys. Dr. Colbert introduced a district that piloted the course, Bladen County, Dr. Robert P. Taylor, Superintendent and Dr. Tanya Head, Assistant Superintendent. Dr. Taylor shared that Bladen County had made a tremendous investment in digital teaching and learning. He stated that as far as the Math 1 pilot, they saw this as a great opportunity to be able to help the academic achievement of Math 1 students and Bladen County. Dr. Taylor talked about the goal of the pilot program and noted that during the 2013-14 school year they had approximately seventy-nine students doing online learning, and this past year they had approximately 300 students. He noted that they understand how students learn online, what type of program support that they need, and student selection. There was a need for greater support for the struggling students and a great opportunity for co-teaching. He also shared that Bladen County was a large and rural county with limited connectivity in parts of county with a high free and reduced lunch population. Dr. Taylor stated that they made the investment that they have in both high schools to have a 1:1 laptop program. They also provided connectivity within the homes that did not have internet connectivity.

Dr. Head shared the outcomes from the Math 1 pilot and asked what was the return on investment. She noted that they did this pilot in two of their high schools – West Bladen High School and East Bladen High School and stated how important the collaborative piece with NCVPS was during in this process. Dr. McBroom, Ms. Catrina Parker, Ms. Sherry Bell, Ms. Michelle Lourcey, and Dr. Colbert were tremendous in supporting this initiative and their district. Dr. Head stated that they had a class of twenty-five students and enrolled them in the VPS course from each high school and both looked at EVAAS. One school looked at the EVAAS data to develop their roster, and the other school looked at EVAAS and some additional data. Dr. Head shared that for West Bladen only 1 of 25 students were predicted to be proficient according to EVAAS. Of the 21 tested, more than 50% had higher percentile than their previous year, and the pre/post-test conducted provided evidence that these students made significant growth. At East Bladen, they tested 22 students and they used EVAAS as their criteria along with the proficiency students had made since third grade. Dr. Head noted a critical factor for student selection was that they put more emphasis on grades three through eighth, and how the students had performed on end of grade, then they did EVAAS data alone. The results were eleven students were proficient at Level III, or above (L4- 5, L3-6). The significant thing about East Bladen was that 100% of those students grew.

Dr. Head asked what have they learned moving forward:

- West Bladen will loop with teacher into Math 2
- West Bladen will look more closely at discipline data and attendance
- West Bladen recognized the strength in working with NCVPS teacher.
- East Bladen selected students with math proficiency in the past, where data showed their success
- East Bladen reduced the numbers with discipline problems
- East Bladen and West Bladen made Math 1 sections year long

Dr. Head shared that 50% of the students in the pilot were proficient on the benchmark, compared to 40% in one of the other classrooms that were the general education students, and 63% in the other math one class. So, these students that were so challenged were right up there in the middle of all the other math one classes. Dr. Oxendine stated that this was a case study and was proud of it. Chairman Cobey stated that he was encouraged and that it reminded him that all success starts with the right attitude and thanked them for taking on this pilot and proving that things can be done. Superintendent Johnson thanked them for all their hard work and stated that they showed an amazing example of leadership. He added that it was an example of what drove our drafting of the theory of action for North Carolina. Superintendent Johnson also stated that leaders such as yourself were an incentive by student success, and were innovative in your own districts.

### **ADJOURNMENT**

Indicating no other business, EICS Committee Chair Taylor adjourned the September 2017 EICS Committee meeting.

Chairman Cobey noted that in the absence of Chairman Alcorn today, Mr. Chasteen, Vice Chair, to lead the Business Operations Committee.

### **BUSINESS OPERATIONS COMMITTEE MEETING (Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

BSOP Committee Vice Chair Todd Chasteen called the September 2017 Business Operations (BSOP) Committee meeting to order.

### **ACTION ON FIRST READING**

#### **BSOP 1 – Extended Learning and Integrated Student Supports Grant Program RFP**

##### **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4:3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Donna Brown (Director, Federal Program Monitoring and Support Division)

##### **Description:**

For the 2017-18 school year, the General Assembly of North Carolina appropriated six million dollars (\$6,000,000) from the At-Risk Student Services Alternative School Allotment for the Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program. The purpose of the Program is to fund high-quality, independently validated extended learning and integrated student support service programs for at-risk students that raise standards for student academic outcomes. Nonprofits and nonprofits working in collaboration with local school administrative units may participate in the ELISS program. Programs must serve one or more of the following student groups:

1. At-risk students not performing at grade level as demonstrated by statewide assessments
2. Students at-risk of dropping out
3. Students at-risk of school displacement due to suspension or expulsion as a result of anti-social behaviors.

Grant participants are eligible to receive grants for up to two years in an amount of up to five hundred thousand dollars (\$500,000) each year. Grants must be matched on the basis of three dollars (\$3.00) in grant funds for every one dollar (\$1.00) in non-grant funds. Matching funds shall not include other State funds. Matching funds may include in-kind contributions. Matching funds may include in kind contributions for up to fifty percent (50%) of the required match. In order to support the competitive process, the Request for Proposal (RFP) has been developed to 1) meet requirements outlined in the law, and 2) ensure a fair objective competitive process is conducted.

### **Recommendations:**

It is recommended that the SBE approve the RFP in order to complete the competitive process and appropriate funds in as timely a manner as possible.

### **Discussion/Comments:**

- BSOP Committee Vice Chair Mr. Chasteen recognized Ms. Donna Brown to lead this item.
- Ms. Brown stated that approximately \$6 million was appropriated from the at-risk student services fund for the Extended Learning and Integrated Student Supports Grant program, which was a competitive grant program. She referred to this program as ELISS.
- She noted that these grants were available to nonprofit corporations and nonprofit corporations working in collaboration with local education agencies, and were available in the amount up to \$500,000 a year for the possibility of two years of funding.
- Ms. Brown also noted that they must focus the services on at-risk students not performing at grade level, students at-risk of dropping out, and students at-risk of school displacement.

This item is presented for Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment BSOP 1)

### ***ACTION ON FIRST READING***

#### **BSOP 2 – Extended Learning and Integrated Student Supports Grant Program RFP**

#### **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4:3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Donna Brown (Director, Federal Program Monitoring and Support Division)

### **Description:**

The Department of Public Instruction is directed by the North Carolina General Assembly to use up to six million dollars (\$6,000,000) for the 2017-18 fiscal year and up to six million dollars (\$6,000,000) for the 2018-19 fiscal year for the Extended Learning and Integrated Student Supports Competitive Grant Program (Program). The purpose of the Program is to fund high quality, independently validated extended learning and integrated student support service programs for at-risk students that raise standards for student academic outcomes. In order to allocate funds, it is recommended that the Allotment Policy Manual be updated to reflect requirements under Session Law 2017-57 and offer two-year grants to approved organizations.

**Recommendations:**

It is recommended that the SBE approve the policy to ensure that funds are allocated in as timely a manner as possible.

**Discussion/Comments:**

- BSOP Committee Vice Chair Mr. Chasteen recognized Ms. Donna Brown to lead this item.
- Ms. Brown stated that this is a proposed allotment policy so that once they are ready to make recommendations to the Board, get Board approval to allot funds, they must have a policy in place that allows them to do that.

This item is presented for Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment BSOP 2)

***ACTION ON FIRST READING***

**BSOP 3 – Title IV, Part A-Student Support and Academic Enrichment Grant Allotment Policy**

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4:3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Donna Brown (Director, Federal Program Monitoring and Support Division)

**Description:**

The purpose of the Student Support and Academic Enrichment Grants (SSAE) is to improve students' academic achievement by increasing the capacity of states, local educational agencies (LEAs), schools, and local communities to (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. An LEA/charter school is eligible for SSAE funds if the LEA/charter school was eligible for Title I, Part A funds in the preceding fiscal year. It is recommended that the Allotment Policy Manual is amended to include the Allotment Policy for SSAE to comply with the requirements of the ESSA.

**Recommendations:**

It is recommended that the SBE approve the proposed allotment policy in order to allocate the formula funds to LEAs and charter schools in a timely manner.

**Discussion/Comments:**

- BSOP Committee Vice Chair Mr. Chasteen recognized Ms. Donna Brown to lead this item.
- Ms. Brown stated that this was a proposal to be included in the allotment policy. She noted that there was a block grant that was authorized under Every Student Succeeds Act for Student Support and Academic Enrichment grants under Title IV Part A of the law.
- Ms. Brown also noted that these grants have a lot of flexibility in terms of use of the funds.
- She also noted that what you see in the proposed allotment policy was basically what was outlined in the law, in terms of how State's would allot those funds on a formula basis.

This item is presented for Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment BSOP 3)

## ***ACTION ON FIRST READING***

### **BSOP 4 – Digital Learning Initiative Grant Program Request for Proposal**

**Goal 2:** Every student has a personalized education

**Objective 2.2:** Increase the number of teachers and students using digital learning tools

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Objective 3.1:** Develop and support highly effective principals

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Ms. Verna Lalbeharie (Director, Digital Teaching and Learning), and Ms. Emma Braaten (Digital Learning Initiative Specialist)

#### **Description:**

The North Carolina Department of Public Instruction (NCDPI), on behalf of the North Carolina State Board of Education (NCSBE), seeks to issue this Request for Proposal (RFP) for Digital Learning Initiative Grants. The North Carolina Digital Learning Plan recommends the provision of grants to support the development and dissemination of local innovative digital learning models. The goal is to have effective digital learning practices spread across all North Carolina K-12 public schools. All school districts and charter schools are eligible to apply for the competitive grant program. Once approved by this Board, NCDPI will release the RFP to school districts and charter schools and will provide a webinar and question/answer session to assist in completion. Applications will be returned no later than October 23, 2017. Funds must be expended by recipients prior to June 30, 2018.

#### **Recommendations:**

It is recommended that the State Board of Education approve the release of this RFP as presented.

#### **Discussion/Comments:**

- BSOP Committee Vice Chair Mr. Chasteen recognized Ms. Verna Lalbeharie and Ms. Emma Braaten to lead this item.
- Ms. Lalbeharie stated that they have a Request for Proposal that they would like to release to the LEAs. She introduced Ms. Emma Braaten to discuss the RFP.
- Ms. Braaten stated that this RFP aligns with the work of the Digital Learning Plan and with the State Board policy for competitive grants as well.
- Ms. Braaten also noted that this RFP provides two opportunities for districts to apply for digital learning and initiative grants. The first opportunity outlines for the 2017-15R DLP grant program school was a planning grant. She noted that this grant was intended to target districts or charter schools at the beginning stages of development for digital teaching and learning. Ms. Braaten stated that districts and charter schools that are awarded the planning grant would be eligible to apply for a pilot implementation grant, which would then provide funding to put these plans into action the following school year.
- Ms. Braaten talked about the second grant for the 2017-18 school year was a Showcase Grant. She stated that these funds are intended to allow districts or charter schools to feature highly effective or research-based practices for digital teaching and learning. Ms. Braaten also stated that the Showcase Grants could serve as a proof of concept for the full insulation of these greater innovation grants in the 2018-19 school year. The application deadline is October, with grantee recommendations at the December State Board meeting. She concluded by sharing that implementation of this work will take place in the second semester, partnering with the Friday Institute. The current DLI budget includes up to \$1.2 million for these grants, funding up to twenty Planning Grants and ten Showcase Grants.

This item is presented for Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment BSOP 4)

***ACTION ON FIRST READING***

**BSOP 5 – Title V State Abstinence Education (AEGP) Grant**

**SBE Strategic Plan:**

**Goal 5:** Every Student is Healthy, Safe and Responsible

**Objective 5.1** Create and maintain safe and respectful school environments

**Objective 5.2** Promote healthy, active lifestyles for students

**Objective 5.3** Decrease the number of students who are chronically absent, dropout, or suspended out of school

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent); Dr. Tiffany A. Perkins, (Director, K-12 Standards, Curriculum and Instruction), and Dr. Ellen Essick, (Section Chief, NC Healthy Schools)

**Description:**

The purpose of the State Abstinence Education Program is to support student decisions to abstain from sexual activity by providing abstinence programming as defined by Section 510(b) of the Social Security Act (42 U.S.C 710(b) with focus on those groups that are most likely to bear children out-of-wedlock, such as youth in or aging out of foster care. As a condition of receiving this grant, North Carolina must certify that all abstinence education materials that are presented as factual are medically accurate and grounded in scientific research.

The Title V State Abstinence Education Grant Program (AEGP) awarded \$2,363,117 to DPI for fiscal year 2017 (FY2017) to begin October 1, 2017, to September 30, 2018. In addition to this award, DPI was granted a supplementary award of \$540,975. DPI will provide \$1,815,000 in sub-awards to 31 LEAs. Each LEA will receive \$58,548. Funds will support the following LEAs: Alleghany County Schools, Anson County Schools, Ashe County Schools, Bertie County Schools, Bladen County Schools, Caldwell County Schools, Cumberland County Schools, Duplin County Schools, Edenton/Chowan County Schools, Edgecombe County Schools, Granville County Schools, Greene County Schools, Halifax County Schools, Hertford County Schools, Hoke County Schools, Jones County Schools, Lee County Schools, Lenoir County Schools, Martin County Schools, Montgomery County Schools, Northampton County Schools, Randolph County Schools, Robeson County Schools, Rockingham County Schools, Sampson County Schools, Scotland County Schools, Swain County Schools, Vance County Schools, Warren County Schools, Washington County Schools, and Wilson County Schools. Note: Asheboro City Schools and Wayne County Schools were given sub awards during FY2016; however, they never identified a local contact, submitted a plan or drew down which resulted in the reversion of funds. They have been removed from the list of sub awards and the funds will be dived up among the remaining 30 LEAs actively participating in the program.

**Recommendations:**

The State Board of Education is asked to grant approval of providing funding up to 30 of the 115 LEAs. The State Board of Education is asked to take Action on First Reading.

**Discussion/Comments:**

- BSOP Committee Vice Chair Mr. Chasteen recognized Dr. Ellen Essick to lead this item.
- Dr. Essick presented the allotments for Title V Education Grants that they have been bringing for several years now. She stated that they receive approximately \$3 million total from Administration of Children and Families and send \$1.8 million to the LEAs. This year there were thirty LEAs that will receive around \$58,500 each. She noted that these schools may use the funds for substitute pay, puberty education, supplies and materials providing they meet the A-H guidelines for Abstinence Education.

This item is presented for Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment BSOP 5)



***ACTION ON FIRST READING***

**BSOP 6 – Changes to QZAB Board Policy Regarding SB 468**

**Policy Implications:** Session Law 2017-187 (SB 468)

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4.3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Dr. Ben Matthews (Chief School Operations Officer, Safe and Healthy Schools Support) and Dr. Ken Phelps (Lead Consultant, School Planning Section)

**Description:**

The Qualified Zone Academy Bonds (QZAB) program is part of the American Recovery and Reinvestment Act of 2009, intended to facilitate renovation and improvement of school facilities. Session Law 2017-187 (SB 468) broadened the scope of authorizations of QZAB funding, required that applications are now to be prioritized according to certain socioeconomic criteria, and directed the State Board of Education to establish an application process to enable the new criteria to be accomplished.

**Recommendations:**

It is being recommended that the State Board approve the new policy.

**Discussion/Comments:**

- BSOP Committee Vice Chair Mr. Chasteen recognized Dr. Ken Phelps to lead this item.
- Dr. Phelps shared the QZAB Board policy changes and stated that it was two-fold. He noted that these policy changes increased the scope of the type of use that could be allocated for QZABs. Prior to this, the state regulation limited the amount of the kinds of projects that could be used by QZABs. However, this current law broadens it out to be any use that is permitted by the federal regulations.
- Secondly, instead of allocating the opportunity on a first-come first serve basis, the legislation has asked them to prioritize these applications according to economic distress of the county and according to the eligibility for free and reduced price lunches at an individual school. Each county was ranked by economic distress from (1) which was the most distressed on up.
- Dr. Phelps noted per the proposed new policy, the Superintendent's Bond Advisory Council will use that criteria to rank applications for QZAB authorization.
- Dr. Phelps informed the Board that today, they received further clarification that would allow them to better align the policy with the legislation, will result in simplifying of the prioritization that was in the proposed policy. He noted that he would like to make a few minor changes in the policy and get back to the Board for their action on Thursday.
- He concluded by noting that after the applications have been ranked, the Bond Council would approve those applications up to the limit of the federal authorization and added that they have slightly less than \$9 million that will expire on December 31, 2018.

This item is presented for Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment BSOP 6)

***ACTION ON FIRST READING***

**BSOP 12 – Property Transfer Between the NC School for the Deaf and the Western NC School of Science and Mathematics**

**Presenter(s):** Ron Collier, Staff Architect; Ben Matthews, Ph.D.

**Description:**

Over the past 2 years, a UNC-SOG study commission has prepared a study of future property use in Burke County that encompasses the Broughton Hospital, Western Piedmont Community College, Burke County Government and the NC School for the Deaf (NCSD). During this process, there was an interest in establishing a western campus for the NC School of Science and Math (NCSSM). Legislative action located NCSSM in Burke County and the unused portion of the NC School for the Deaf, being an ideal location to serve the western portion of the state and to the benefit of both NCSD and NCSSM. The new NCSSM received legislative approval and funding for construction of the new campuses. Approximately 58.8 acres has been identified through agreement between NCSD and NCSSM. To establish the new campus, it is necessary that property of the NCSD be transferred to the NCSSM. This transfer will be handled by the Department of Administration, State Properties Office. It will require the approval for disposition by the State Board of Education and signature by the State Superintendent on DOA Form PO-2.

**Recommendations:**

Accept the Disposition of Property. State Superintendent sign DOA Form PO-2.

**Discussion/Comments:**

- BSOP Committee Vice Chair Mr. Chasteen recognized Mr. Ryan Collier to lead this item.
- Mr. Collier shared with the Board that this was a very exciting time for the Western School for the Deaf and the NCSSM through legislative action and a broad study that was done several years ago, culminating early this year, that property was considered an education district, and a portion of that will be transferred to the NCSSM.
- Mr. Collier noted that they met recently to finalize the property lines, and there were approximately fifty-eight acres that will be transferred based on the final survey.
- He stated that with the transfer, there were assets which were buildings, most in disrepair, would transfer all those assets within that property to the NCSSM. He added that their proposal was to investigate some of the historical buildings – two buildings that have not been occupied in twenty years.

This item is presented for Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment BSOP 12)

***DISCUSSION***

**BSOP 7 – Principal Performance Bonuses**

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4.3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

### **Description:**

Appropriations Bill 2017-57 Section 8.4 appropriates \$7,000,000 for bonuses for two bonus programs for principals based on the Education Value-Added Assessment System (EVAAS) growth index score for the school.

The two bonus programs are as follow:

1. A bonus for principals who supervised a school which had a 2016-17 growth score in the top 50% of the schools in the State.
2. A bonus for principals who supervised a school that either met or did not meet expected growth in 2015-16, but exceeded growth in 2016-17.

The bonuses are required to be paid no later than October 31, 2017.

### **Recommendations:**

It is recommended that the State Board of Education discuss the proposed policy.

### **Discussion/Comments:**

- BSOP Committee Vice Chair Mr. Chasteen recognized Ms. Alexis Schauss to lead this item.
- Ms. Schauss began by stating that the principals will be paid by the end of October 2017.
- She stated that the first bonus relates to those principals that were in the top 50% of the state based on the school's EVAAS growth score. The second bonus relates to schools that were moving to exceed.
- On the special provision, it provides an outline of the special provisions associated with the bonus, charter schools, and regional school principals are eligible for the bonus. Principals are not eligible if they are no longer employed in this school year after July 1, 2017.
- She also stated that principals can be eligible for both bonuses, it was not subject to retirement, and there was a non-supplant provision associated with these bonuses. The money is restricted for use.
- Ms. Schauss stated that based on the results for the 2016-17 accountability results, they will be compiling this and the allotments that go with it and will be able to present more information next month.
- Mr. Collins commented that he has received emails from principals that believe that they are being adversely affected by this. He asked if we have a process by which those complaints can be analyzed, and if they are legitimate, a process by which we will address them in technical change. Ms. Schauss replied that the process normally, would be that their communication would come through the finance offices or their central offices. She added that based on the impact of these bonuses and these individuals, there are already concerns, that she has already received, not only from principals, but through the NC School Administrators Association and the School Board Associations related to these bonuses, specifically principals that would be excluded from them. Mr. Collins stated that he was concerned that we do not have a process by which we correct these mistakes are unintended but need to be dealt with. He asked what should he tell them. Ms. Schauss replied that they have met with a legislature concerning this, and added that she thinks that Mr. Collins was referring to salaries, and she plans to expand more during the presentation the impact of the compensation.

### **INFORMATION**

#### **BSOP 8 – Presentation on School-Based Administrator Pay**

#### **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4.3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

In the October 2016 State Board of Education meeting, the Division of School Business presented a status of North Carolina school-based pay. During the 2017 legislation session, the General Assembly made significant changes to both the assistant principal and principal schedules as ratified in the Appropriations Bill 2017-57.

This presentation will provide an overview of these changes and some of the impacts on the personnel.

**Recommendations:**

There are no recommendations presented.

**Discussion/Comments:**

- BSOP Committee Vice Chair Mr. Chasteen recognized Ms. Alexis Schauss to lead this item.
- Ms. Schauss provided an overview of the change to the compensation structure, discussed effects of the change and talked about specific scenarios. She stated that they have had their first two payrolls of the fiscal year. Legislators, DPI, as well as Board members have received many concerns and situational scenarios and the Division of School Business have worked very closely with the central offices and their finance staff to try to ensure that the legislation was implemented as outlined in law.
- Ms. Schauss talked about the assistant principal pay history prior to 2013–14. She stated that between 2013–14, there was a severing of the tie between the teacher schedule and the assistant principal schedule and as a result, there was significant increases to the teacher pay, but there were minimal or no increases to the assistant principals pay. She noted that with you that 1% differential, the teacher’s schedule quickly became higher than the assistant principal’s schedule. Ms. Schauss also noted that in 2009, the G.S.115C-285, that states that if a teacher who becomes an assistant principal shall be paid, monthly, at least as much as they would earn as a teacher employed by that LEA.
- Ms. Schauss also stated the effects of the changes for the AP. The schedule is still based on years of experience, it is backed tied to the teacher bachelor’s schedule, they do remain eligible for advanced and doctorate degree supplements, there was not a differential for those who have earned it or not, and they were no longer eligible for longevity pay, however, the no loss in pay still does apply.
- She then provided a summary impact on APs employed:
  - Most APs with twenty-five years or less received a pay raise – between 6% and 12%.
  - APs with more than twenty-five years of experience saw a 2% or less increase
  - Approximately 5% of state funded APs may be held harmless to 2017 AP schedule + longevity. Generally, those with thirty plus years of experience and received longevity at the 4.5% rate, will be in that category of whole harmless that was outlined in law. Chairman Cobey asked how long will they be held harmless. Ms. Schauss replied that the law explicitly states that the held harmless was for the current year only 2017-18. So, if there is not a change in the next session to that language, they will no longer be held harmless in 2018-19. Chairman Cobey stated then that means that they could lose pay, and that needs to be addressed. Ms. Schauss replied that was one item that they have put forward to address.
- She also discussed the principal’s pay history prior to 2013-14, which of course, there was a whole structural change to the principals pay. She noted that prior to 2013-14, they had about 56 different principal schedules for 2500 principals. The areas removed from the principal’s schedule were as follow: educator experience, advanced and doctorate degrees, the ABC and Safe School Supplements, and the longevity.
- Ms. Schauss stated that the new principal compensation schedule included size of school, principal performance, and two bonus programs, of the value-based on a 12-month pay scale.

- She shared some specific scenarios which should shed light on the impact on specific principals that are employed, and the information that you have received from principals. Ms. Schauss stated that they took the 2130 principals who were employed in December of last year and in July of this year, and reported that half of them are in that met growth column, and about a third were in the base.
- Ms. Schauss took each of the criteria and explained how that criteria and the change impacts our principals.
- First, the size was based on the number of state-funded certified personnel in a school and now it is based on the number of students. The impact of the change in range of pay – the bottom of the range has been increased significantly by about \$9,000 and the top of the range has been decreased some. She noted that they have approximately 850 of the sample principals were paid a state pay plus longevity below \$61,751 in 2017. The average years of experience for this group was fifteen years. There were approximately thirty-seven of the sample principals at the top of the range were paid above that \$88,921, and the Appropriations Bill states that they were held harmless only for this year. The impact of performance – how would principals be classified into each column. Principals have two years of not met or they were a new principal. In the met column, principals have at least two years or one of each, or they are in a school that does not have growth measurements. For example, a K-2 primary school where they do not have test scores. The exceed column are for those who have at least two exceeded.
- Ms. Schauss discussed different scenarios for both administrator's pay based on performance and the impact of the GS 115C-285 no loss in pay law along with other considerations.
- Dr. Oxendine commented that she does not know if a principal can explain or even know how they are being paid. Mr. Collins shared an email from a veteran principal of thirty-five years' experience who was expecting to have his salary reduced by 30%. Mr. Collins added that he could not imagine that members of the General Assembly intended for this result to take place and the unintended consequences of this, while people try figure out where they need to move to make the most amount of money. He added that they need to provide the General Assembly with as many ideas and opportunities to fix this as possible. Ms. Willoughby asked who provided input as this was being designed from the agency to the General Assembly.
- Chairman Cobey thought that there was a special committee, along with Ms. Schauss. Ms. Schauss replied that there was an in-session committee on school-based administrative pay where Ms. Schauss presented, and they had a panel of state superintendents who provided recommendations in a report. Ms. Schauss noted that she did not provide input, but provided a historical perspective of how the school-base administrator's pay had gotten to where it was. She also stated that the special committee had considered removing the provisional allotments and having a dollar allotment to allocate out to the school districts, and the superintendents determining the pay for each of their principals. This was a discussion item with a panel of six or seven superintendents consisting. Chairman Cobey stated that, as he recalls, that not one superintendent wanted that responsibility. Ms. Willoughby asked to whom should they refer these questions. Ms. Bell commented that as a school board member, it was very difficult for them to find principals, and most their principals have less than ten years of experience now. The model with the bonuses from your reporting states that some principals if they exceed growth for two years, they have a possibility of not receiving a bonus. Those principals who work in low-performing schools, would make it almost impossible for them to find principals who would even want to take on that challenge, because eventually they are going to lose pay based on this model. Ms. Schauss clarified that from the two bonuses, with the first bonus, if the growth score was in the top 50% of the state. The second bonus was if the school has not met or met growth one year and they are the same principal next year and it exceeds growth, then they are eligible for a \$5000 bonus or a \$10,000 bonus if it was a D or F school. Ms. Schauss added that excludes was a principal that had not met, then exceeds and exceeds because they had to two exceeds in a row.

- Mr. Davis stated he was grateful to the General Assembly for making an attempt to fix the assistant principal and principal pay based on what we had in the past. He added that this was just one more systematic issue of education that was complex and was not easy to solve. He used the example of the digital learning piece where they partnered together with the General Assembly. Mr. Davis also noted that this reminded him how dependent the districts are on experts like yourself, Ms. Schauss, who understands complicated laws and complicated systems and interpret it for the districts to be able to implement. He concluded that this was a step in the right direction, but if we took those next steps of partnership, and a complete organization compensation plan, we would get to a better place.

### **NEW BUSINESS**

- **School Business Systems Modernization Plan Update**
  - ❖ **Mr. Phil Emer, The Friday Institute at NCSU**

Mr. Emer reminded the Board that in May they talked about the plan that was going to the legislature that scoped out what they were proposing for the business systems modernization, pricing it out, along with a timeline. At that time, they said that they would need the legislature to tell them what to do. Mr. Emer stated that the S.L. 2017-57, Section 7.16, appropriated \$29M for the 2017-19 biennium and directs the State Superintendent to implement the School Business System Modernization Plan. He recalled the definition for modernization:

- Enable near real-time position visibility and control
- Provide data management and advanced analytics for decision support
- Replace discontinued and obsolete systems
- Simplify monitoring and compliance
- Eliminate unnecessary duplication
- Increase efficiency of operations

Mr. Emer also stated that another reason that they were doing this was because about \$9.25 billion of the state's annual budget is used to pay for public education. He asked what is the work? Mr. Emer noted that they need an RFP that the legislation, both the budget bill from this year and the budget bill from last year indicated that it must come out in October, we need to have an RFP on the street, but we have specifically said in the business system modernization plan, there would likely be many RFPs, and the first RFP that we recommend is the one for the systems in the school districts, the Enterprise Research Planning (ERP), HR, payroll, and finance. He stated that the state level reporting work, as noted in the provisional language of the budget bill was managed through the Government Data Analytics Center (GDAC.) Mr. Emer reminded the Board that they need a substantial project management office, and the first step would be to hire a Program Manager in which the position just posted and closes 9/14/2017. He also stated that a website was established where they have incorporated the plan and background resources so that everyone can watch the process up to the RFP. He provided information about the LEA (ERP) Procurement Planning Status:

- NCASBO has provided a subcommittee and HRMS/PANC provided specifications
- NCDPI business system evaluation and specification development
- The marketplace has been moving and changing
- LEA transition status

Mr. Emer reminded the Board about the map, noting that there were five accounting systems in use in the school districts today. About sixty districts use a product called Linq that comes from a Wilmington based company, fifty-two districts use a product called SunPac. Wake County uses Oracle, Charlotte Mecklenburg uses Lawson, and one other company in the mix called Jitasa with K12 Enterprise. Mr. Emer noted that two new updates as of last night,

was that Wake County School Board approved Wake County moving from their in-house Oracle ERP system to a software-as-a-service cloud based Oracle system. He added that was important because what they are doing was essentially what they said in the plan. Another recent update was that the parent company of SunPac and K12E, sent letters to Rowan-Salisbury and Ashe Counties that said that their software (K12E) would reach end of life in less than two years and the company was getting out of the business. Mr. Emer stated that their target was to have the content of the RFP completed by October 1 for first full draft. He also reiterated that they are going to have to help some LEAs transition that are outside of the RFP process. He also stated that the GDAC data integration planning progress report was due to the General Assembly next week.

## **Update on Contracts**

## **ADJOURNMENT**

Indicating no other business, BSOP Committee Vice Chair Chasteen adjourned the September 2017 BSOP Committee meeting.

## **EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING (Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)**

ES&P Committee Chair Olivia Oxendine called the September 2017 Educator Standards and Practices (ES&P) Committee meeting to order.

## **ACTION**

### **ES&P 1 – Amendment to Licensure Testing Requirements Policy: LICN-003 – Academically and Intellectually Gifted and Birth-Kindergarten**

#### **SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Mrs. Sneha Shah-Coltrane (Director, Division of Advanced Learning and Gifted Education) and Ms. Steleana Rountree (Consultant, Licensure Area)

#### **Description:**

This policy amendment contains two revisions. The first revision focuses on the Academically or Intellectually Gifted (AIG) Add-On License. The second revision focuses on Birth-Kindergarten (BK) License.

#### **AIG Revision:**

In response to the NCDPI Task Force on Teacher Recruitment, Credentialing and Retention comprised of Superintendents and district leaders, Volunteer AIG Regional Leaders from all SBE regions, and other educators, NCDPI recommends adopting an ETS Praxis testing option as an additional pathway for licensed educators to obtain an AIG Add-On License with a qualifying score. This amendment will expand the options for teachers to obtain an AIG Add-On license, which will give school districts access to more AIG licensed teachers.

Currently to obtain an AIG Add-On License, teachers enroll in an approved IHE program. While NC has one of the strongest networks of AIG IHE programs in the country, this additional pathway will bring AIG into alignment with other content and exceptional children's areas of licensure and will broaden access to an AIG Add-On License to meet the demands in the field for AIG licensed educators. This recommendation also supports the best

practice in gifted education of compacting curriculum and is a mastery-based learning option for adults. In June, ETS facilitated a standard setting process for the Gifted Education Praxis test 5358 with AIG experts from here in NC. All SBE regions were represented by either an AIG teacher and/or AIG Coordinator. Two IHE representatives were also included, one each representing public and private colleges and universities. Based on the standard setting committee recommendation, NCDPI recommends a qualifying score of 157 on the Gifted Education Praxis test for a teacher to obtain an AIG Add-On License. This score is in alignment with majority of states that offer this option and with the ETS recommended score. Once data is available from here in NC, NCDPI is committed to re-evaluating the score to ensure it represents the state's needs.

#### **BK Revision:**

In April of 2016, after the deletion of Federal mandates for being designated "Highly Qualified", the State Board of Education (SBE) clarified its HQ definition as holding a NC Teaching License in the area appropriate for the course taught. Per SBE Policy LICN-001, the clarification states to be a "highly qualified teacher" at the elementary school level a teacher must have obtained an appropriate license for the core academic subjects taught and demonstrate subject knowledge and teaching skills in reading/language arts, writing, mathematics, and other areas of the basic elementary school curriculum by passing SBE approved exams required for the license according to the testing requirements outlined in the NC state statutes.

#### **Recommendations:**

The State Board of Education is asked to discuss and provide feedback to the proposed changes to the existing policy.

#### **Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Ms. Sneha Shah-Coltrane to present this item.
- Ms. Shah-Coltrane noted that they shared last month about the actual policy change where they want to add an additional pathway for teachers to become licensed in the area of Academically and Intellectually Gifted (AIG). She added that, they brought together standard setting process with representatives from all regions to determine what was standard. ETS walked them through that process.
- She stated that there are recommending a score of 157, which was the recommended score from ETS.
- She further stated that within this last month, they received some comments, in addition to the feedback from some of the IHEs concerns that were discussed last month. Unsolicited, they have received an overwhelming amount of comments and support from school districts.

This item is submitted for Action during the September 2017 State Board of Education meeting. (See Attachment ES&P 1)

### ***ACTION ON FIRST READING***

#### **ES&P 2 – Educator Preparation Program Approvals for Institutions of Higher Education** **SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Andrew Sioberg (Service Support Coordinator, Education Preparation)



**Description:**

Institutions of Higher Education (IHEs) are resubmitting all program descriptions and proposals for evaluation and review this semester. The Educator Preparation Program Approval Committee, with the assistance of DPI Information Technology programmers, launched a Web-based platform for the submission and review of current programs and new program proposals. These proposals are reviewed by trained public school practitioners, content experts, and/or higher education faculty. Extensive feedback is provided to the institution as necessary, and time is provided to make revisions before these are presented to the State Board for approval.

**Recommendation:**

This item is presented for Action on First Reading at the September 2017 SBE meeting.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Andrew Sioberg to present this item.
- Dr. Sioberg stated that this was a continuation of the review of assurances that are in place to make sure that programs that educators are undergoing at the various institutions are up to the required standard with the latest laws and policies.
- He added that we have one-hundred and twenty-three review programs for approval.
- No additional comments were made.

This item is submitted for Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment ES&P 2)

***ACTION ON FIRST READING***

**ES&P 3 – Recommendation from the Advisory Board on Requests for Exception from Teacher Licensure Requirements**

**Policy Recommendations:** SBE# LICN-021 and TCED-009

**SBE Strategic Plan:**

*Goal 3:* Every student, every day has excellent educators

*Objective 3.1:* Develop and support highly effective teachers

**Presenter:** Dr. Olivia Oxendine (State Board of Education)

**Description:**

State Board of Education policy LICN-021 allows individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. A similar policy, TCED-009 allows colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

**Recommendations:**

It is recommended that the recommendations of the Appeals Panel related to each request be approved.

**Discussion/Comments:**

- Dr. Oxendine stated that this was a closed session item and will be presented this afternoon.

This item is submitted for Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment ES&P 3)

## ***DISCUSSION***

### **ES&P 4 – Amendment to General Licensure Requirements Policy: LICN-001**

**Policy Recommendations:** SBE# LICN-001

#### **SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Thomas R. Tomberlin (Director of Educator Human Capital Policy and Research), Ms. Susan Ruiz (Section Chief, Licensure)

#### **Description:**

NCDPI recommends changes to Section 1.20 – Types of Licenses of policy LICN-001. Current SBE policy does not define how a teacher can re-enter the teaching profession if he/she fails to convert the initial license to a continuing license. NCDPI recommends that an individual be allowed to apply for an initial teaching license once all testing and/or coursework requirements have been met. NCDPI also recommends making August 15<sup>th</sup> the end of the academic year for testing purposes. NCDPI recommends defining the number of workdays (120) required to constitute a year of teaching. Additionally, NCDPI is making technical corrections to the policy that clearly establish testing time frames for all initially licensed teachers. A similar technical correction is made to policy LICN-003.

#### **Recommendations:**

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the SBE.

#### **Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to present this item.
- Dr. Tomberlin stated that he was bringing an item that the Board last heard about in July relating to teacher licensure. This was to clarify for the field, certain provisions of statute governing initially licensed teachers and the requirement to pass certain tests. He added that in July they posed four questions that they intended to answer with these policy recommendations. The first question was what was the requirement for passing a test for initial license teachers in their first three years of teaching. A teacher must attempt a test in the first year and successfully passed by the end of the second. This raises the question, what is the end of the year. Dr. Tomberlin recommend that August 15, be identified as the final day of the school year. He added should that fall on a Saturday or Sunday, it would be the preceding Friday.
- Dr. Tomberlin stated that it also raised the question for whom the test is required. He noted that they have decided to adopt the 120-day work rule, which teachers receive credit for a year of service if they work at least 120 days. They would use that as establishing a criterion for whether they must test in a given year or not.
- The third question that was raised was if a teacher did not meet these requirements, what was the process for reentering the teaching profession. Dr. Tomberlin shared that in the past there was a rule that you had to wait a certain amount of time or re-affiliate with the IHE to re-enter the process. He added that since it was the licensure testing requirement that is keeping them out, once they pass that, they would welcome them back.
- Dr. Tomberlin also referred to the scenarios in their material, and noted that these scenarios are unrelated to the policy that they were discussing now, but this was in response to Dr. Oxendine's request that they create some scenarios related to the renewal of the licensure and the impact of performance on a teacher renewing their license in the five-year renewal cycle. He noted that this was a different policy that the Board has already

passed, but for clarity for the Board and for the field, they have developed these scenarios to help folks understand in what situations would a teacher revert to an initial license, and in what situations would they be able to renew their continuing license.

This item is submitted for Discussion during the September 2017 State Board of Education meeting. (See Attachment ES&P 4)

## **NEW BUSINESS**

- **Educator Preparation Pass Rate Compliance Updates**
  - ❖ **Dr. Andrew Sioberg (Educator Effectiveness, Educator Preparation Coordinator)**

Dr. Sioberg updated the Board on some low pass rates reported by several institutions across the state. Dr. Sioberg reviewed the policy that was in place for low pass rates, the expectations of institutions and what happens when those expectations are not met. He shared the latest pass rates and the likely cause of the decline across the state, and presented a timeline of the departments activity since they received this information back in April. Dr. Sioberg referenced SBE Policy TCED-008, which states, undergraduate teacher education programs must maintain an annual pass rate of at least 70% on Praxis II exams, they must maintain a certain threshold annually for positive ratings of graduates and employers responding to surveys, and they must exhibit direct and ongoing involvement with the public schools.

Dr. Sioberg shared the criteria set in place to define an institution as low-performing in the state if one of the three options were in place if:

- The institution does not meet 2 of the above 3 criteria in a single year; or
- It does not meet the same 1 of the above 3 criteria twice in three years; or
- It does not meet any 1 of the above 3 criteria for 3 consecutive years

He noted that the topic at hand was about the second criteria. What happens when an institution falls below expectations? He stated that, per policy, if there was an institution that falls below that threshold, it will be required to submit a written plan to the Department of Public instruction detailing its' actions about how it was going to improve going forward and if it was designated as low performing on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the State Board of Education. He stated that the data that they received back in April was from the 2015-16 pass rates given to them by ETS from the Title II reporting. He added that it was common that they receive data a year later. Dr. Sioberg reported in that process, nineteen institutions fail below the 70% pass rate in 2015-16, of those nineteen, fifteen were not defined as low-performing by the policies that are set forth by this Board, four, however, did have thresholds below 70% two years in a row. He added that those institutions would be low-performing and then there are processes that need to occur. Dr. Sioberg noted that a handout was provided on-line with those institutions for your edification. He then asked why might there be this precipitous decline - one factor worth noting, was that three new Pearson tests were introduced in North Carolina beginning October 1, 2014 – Foundations of Reading, General Curriculum Mathematics, and General Curriculum Multi-Subjects. He added that in the 2014-15 data it did not show up as a noteworthy impact, because back then both the old test and the new test were excepted at that time. Dr. Sioberg also noted that the three tests from Pearson were for elementary educators. He stated that when you cause a new test to come into effect, it was not uncommon to see declines from institutions of one year out.

He then discussed the timeline of low-performing programs since DPI heard about this and provided monthly detailed activity by DPI. He also talked about the expectations of low-performing program reports, including on-

site visits, improvement planning template, improvement plans, and summaries of the on-site visits. Mr. Cavnar asked if there was a minimal number of students that are in the program. Dr. Sioberg replied that for Title II the data are only provided if the program has ten or more candidates. But, yes, that was taken into consideration.

## **ADJOURNMENT**

Indicating no other business, ES&P Committee Chair Dr. Oxendine adjourned the September 2017 ES&P Committee meeting.

## **RECONVENE IN OPEN SESSION**

Chairman Cobey thanked the Board members, advisors, and staff. He stated that DPI staff have worked long and hard to prepare for this meeting. Chairman Cobey noted that tomorrow, with their delayed reports from today, they will have further evidence of the tedious and difficult work of staff and evidence of the collaboration, coordination, and support that they lend to each other.

## **CLOSED SESSION**

Noting for the audience that the Board will not return to Open Session and will adjourn immediately at the end of Closed Session, Chairman Cobey called for a motion to go into Closed Session.

*Upon motion made by Vice Chairman A.L. Collins and seconded by Dr. Olivia Oxendine, the Board voted unanimously to go into Closed Session to consult with attorneys on attorney-client privileged matters to discuss personnel and confidential matters, and to consider the handling of the following cases:*

- *Hoke County v. The State of North Carolina et al.:*
- *Scanlon v. Johnson;*
- *State Board of Education v. The State of North Carolina et al.*

Chairman Cobey requested a motion to adjourn the Wednesday session of the State Board of Education meeting.

*Upon motion made by Mr. Wayne McDevitt and seconded by Dr. Olivia Oxendine, the Board voted unanimously to recess the State Board of Education meeting until Thursday, September 7, 2017, at 9:00 a.m.*

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
September 7, 2017**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman  
A.L. Collins, Vice Chairman  
Lt. Governor Dan Forest  
Eric Davis  
Todd Chasteen  
Amy White

Wayne McDevitt  
Rebecca Taylor  
Reginald Kenan  
Patricia Willoughby  
Olivia Oxendine

Also present were:

State Superintendent Mark Johnson  
Amanda Bell, Local Board Member Advisor

Jason Griffin, Principal of the Year Advisor  
Lisa Godwin, Teacher of the Year Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman William Cobey called the Thursday, September 7, 2017, session of the North Carolina State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, online listeners, and Twitter followers to the meeting. Chairman Cobey noted yesterday that our September meeting was one of importance, as they all are, but September includes significant reports that point us to our successes in the previous school year and to our continuing challenges and opportunities that they must face during the coming year.

Chairman Cobey stated that September also heralds the beginning of the new traditional calendar school year. People often think of summer as a time of vacation for educators, but we know that in reality, it is one of the busiest times of year for them. He added that many educators also have spent time this summer in professional development, either in summer school for graduate work or local professional development opportunities.

Chairman Cobey noted to all children, families, administrators, educators and support staff, we send our best wishes for the school year. He also asked yesterday that we keep our fellow Americans in Texas and Louisiana and unfortunately those in Florida also in our thoughts and prayers as they face these natural disasters and have their lives disrupted and will have to rebuild things.

Chairman Cobey also noted that the Board's agenda and materials are available online at [ncpublicschools.org](http://ncpublicschools.org) at "SBE Meetings." The agenda also provides access to audio streaming of the meeting at the bottom of the page. Our September agenda was approved yesterday, so we will proceed under this approved agenda. He reminded the audience that three of our items were delayed from yesterday for presentation today. These include our annual report on high school graduation rate from 2016-17, the Accountability and School Performance Grades from 2016-17, and the schools qualifying for the Innovative School District eligibility.

Chairman Cobey then read the required Ethics Statement.

### **ETHICS STATEMENT**

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that, if during the meeting members became aware of an actual or apparent conflict of interest, we bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

### **Pledge of the Allegiance**

Ms. Amy White was recognized to lead the Board with the Pledge of Allegiance.

### **APPROVAL OF MINUTES**

#### ***Discussion/Comments:***

Chairman Bill Cobey requested a motion to approve the minutes of the State Board of Education meeting from September 6-7, 2017.

\* There was no discussion.

<p><i>Upon motion made by <u>Ms. Tricia Willoughby</u>, and seconded by <u>Ms. Rebecca Taylor</u>, the Board voted unanimously to approve the State Board of Education meeting minutes from the September 6-7, 2017.</i></p>
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### **SPECIAL RECOGNITION**

Chairman Cobey then noted that they were at their special recognitions time, which was a favorite part of their meeting and he recognized Dr. Maria Pitre-Martin. Dr. Pitre-Martin noted it was an outstanding time of year where we bring forward our schools of character for recognition for 2017. She added that we have the pleasure and honor to recognize eight schools that have demonstrated excellence in character development based on character or eleven principles towards effective education. She stated that this was a very rigorous process by which schools are evaluated based on evidence comprised of both academic achievement, school climate, and culture. Dr. Pitre-Martin introduced Ms. Faye Gore who then introduced each of these outstanding schools. Ms. Gore shared that during the last year, eighteen schools and one district applied from across the state, with three earning the designation of state schools of character, and four earning the designation of national schools of character. Ms. Gore acknowledge each recipient and shared brief comments about their journey to this momentous occasion.

#### **Special Recognitions**

- **State Schools of Character Award Recipients**
  - Guilford County Schools, Dr. Sharon L. Contreras, Superintendent
    - Oak View Elementary (Ms. Heather Bare, Principal, and Ms. Courtney Copeland, SSOC Coordinator)
    - Southwest Elementary (Dr. Sandra Culmer, Principal, and Ms. Donna Swaim, SSOC Coordinator)
    - Sedalia Elementary (Ms. Pamela Moore, Principal, and Ms. Terri Kennedy, SSOC Coordinator)



- **National Schools of Character Award Recipients**

Guilford County Schools, Dr. Sharon L. Contreras, Superintendent

- Haynes Inman Education Center (Mr. Kevin Carr, Principal, and Ms. Vicki Simmons, Teacher)
- Erwin Montessori (Dr. Deborah Parker, Principal, and Ms. Elizabeth Brown, SSOC Coordinator, and Ms. May Young, Teacher)
- Grimsley High School (Mr. John Carlos Miller, Principal, and Ms. Kathy Saunders, SSOC Coordinator)
- James B. Dudley High School (Mr. Rodney Wilds, Principal, Ms. Tanya Wingate, Assistant Principal; and Ms. Drennan Paylor, SSOC Coordinator)
- Sumner Elementary (Ms. Johnita Readus, Principal, and Ms. Kris Biddle, SSOC Coordinator)

Dr. Pitre-Martin recognized the US Senate Youth program. She added she was extremely proud of this next set of honorees, because they are students. The United States Senate Youth program represents our strong commitment to preparing students for active citizenship. She noted that the two students that were recognized today are outstanding leaders, have outstanding scholarships, and are committed to public service. She then called on Miss Faye Gore to do the honors. Ms. Gore shared that the United States Senate Youth passed a resolution in 1962 creating the United States Senate Youth program, to provide opportunities for talented young people with demonstrated leadership abilities, to deepen their understanding of America's political process, and strengthen their resolve to pursue careers in public service. Ms. Gore stated that each year two high school juniors or seniors were selected from each state including the District of Columbia, and the Department of Defense Education Activity, to attend a weeklong intensive government and leadership experience in our nation's capital and to receive a \$10,000 undergraduate college scholarship, with encouragement to continue coursework in government history and public affairs. She also noted that the North Carolina selection process was very rigorous. Each school was invited for a group photograph with the Board.

- **US Senate Youth Program**

- Mr. Joseph Chong (Providence High School, Ms. Tracey Harrill, Principal)  
Charlotte-Mecklenburg Schools (Dr. Clayton M. Wilcox, Superintendent)
- Mr. Ryan Wallace (Cedar Ridge High School, Ms. Heather Blackmon, Principal)  
Orange County Schools (Dr. Todd Wirt, Superintendent)

Chairman Cobey congratulated our honorees and stated that they were very proud of their accomplishments and wish them well in this new school year. Each honoree was invited forward for a photograph with the Board. Chairman Cobey stated that we are pleased that we were joined this summer by our new Principal and Teacher of the Year advisors – Mr. Jason Griffin and Ms. Lisa Godwin, respectively. This morning, they had a special treat of recognizing their teammates – all the regional winners both for teachers and principals. After their introduction, Chairman Cobey invited them to come forward for a photo and a Board mug.

Chairman Cobey asked Dr. Pitre-Martin to introduce the Board to these outstanding school leaders and classroom teachers. Dr. Pitre-Martin stated that since 1971 North Carolina has recognized its outstanding educators through the Teacher of the Year program. North Carolina's 37-year history includes eight national finalists, three national winners, and one national Hall of Fame winner. She added that are reigning North Carolina Teacher of the Year will compete for the national title this spring, and Burroughs Wellcome Fund is the flagship sponsor for this program. Individuals who are chosen to represent their respective schools as Teacher of the Year, advanced to compete at the district level, then move on to compete at the regional level. Dr. Pitre-Martin added that individual charter schools also nominate Teachers of the Year to participate in this selection process that was facilitated by the Office of Charter Schools. There are nine teachers who compete for the state title. She then recognized Dr.

Cynthia Martin to do the honors of introducing each of our teachers of the year. Dr. Martin shared that as chair of the state recognition program, she considers it one of the highest honors to introduce you first to the 2017 Teacher of the Year cohort. These nine dedicated and highly skilled professionals were selected from 144 districts and charter candidates from across our state. Dr. Martin then acknowledge each regional Teacher of the Year. They were invited forward for a group photograph with the Board.

- **2017 Burroughs Wellcome Fund North Carolina Teacher of the Year Team**

- ❖ Ms. Amy Parker, Northeast Region Teacher of the Year
- ❖ Ms. Lisa Godwin, Southeast Region and 2017 Teacher of the Year
- ❖ Mr. Miles Macleod, North Central Region Teacher of the Year
- ❖ Ms. Juandalynn Ray, Sandhills Region Teacher of the Year
- ❖ Mr. Adam Reeder, Piedmont-Triad Region Teacher of the Year
- ❖ Mr. Anthony Johnson, Southwest Region Teacher of the Year
- ❖ Ms. Carrie Franklin, Northwest Region Teacher of the Year
- ❖ Ms. Leslie Schoof, Western Region Teacher of the Year
- ❖ Ms. Deborah Brown, Charter Schools Teacher of the Year

Dr. Pitre-Martin stated since 1984 North Carolina has recognized outstanding principals from across the state of North Carolina. Since the inception of the program, they have recognized 37 states Wells Fargo's Principals of the Year, 240 regional Principals of the Year, and 3066 local principals. She noted that Wells Fargo is the flagship sponsor for this program. Dr. Pitre-Martin described the selection process. Candidates are nominated by their local education agency or selected to represent their public charter school, a selection process follows that includes a rigorous portfolio exercise and an interview at the regional level. One principal is then selected to represent each of the eight regions in North Carolina, and these eight principals compete for the state title. She shared that the Wells Fargo Principal of the Year will compete for the national Principal of the Year honors through the North Carolina Principal and Assistant Principal Association. She then recognized Dr. Cynthia Martin to acknowledge our Principals of the Year. Dr. Cynthia Martin shared that these eight individuals competed among 91 candidates to be named the North Carolina Principal of the Year cohort. She added it was her honor to work with them, and noted that they are truly known for, and have proven themselves to be experts and how to create a culture where students can thrive and reach their full potential. They were invited forward for a group photograph with the Board.

- **2017 Wells Fargo North Carolina Principal of the Year Team**

- ❖ Mr. Jason Griffin, Northeast Region and 2017 Principal of the Year
- ❖ Ms. Maria Johnson, Southeast Region Teacher of the Year
- ❖ Mr. Jason Griffin, Northeast Region and 2017 Principal of the Year
- ❖ Ms. Maria Johnson, Southeast Region Principal of the Year
- ❖ Ms. Kiley Brown, North Central Region Principal of the Year
- ❖ Ms. Mary Hemphill, Sandhills Region Principal of the Year
- ❖ Ms. Jusmar Maness, Piedmont-Triad Region Principal of the Year
- ❖ Ms. Amy Rhyne, Southwest Region Principal of the Year
- ❖ Mr. Jeffrey Isenhour, Northwest Region Principal of the Year
- ❖ Ms. Doris Sellers, Western Region Principal of the Year

Chairman Cobey thanked of them for their leadership both at the school and classroom level. It is leaders like you who set the bar high for others and who set positive examples for our students. He wished them best wishes for the new school year.



## **CHAIRMAN'S REPORT TO THE BOARD**

Chairman Cobey made a few announcements that he would usually make at the end of the meeting, but our presentations at the end of the meeting need to be the last business of the day since they will be followed by a press event immediately following the meeting. He began with some very good news about one of our Board members today.

Chairman Cobey announced that Mr. Wayne McDevitt had been selected by the National Association of State Boards of Education to be recognized as one of three State Board members from across the country to receive the Distinguished Service Award. He and his awardee counterparts from Georgia and Washington, DC, will be honored at a breakfast awards ceremony on Friday, November 3, at NASBE's annual fall conference.

This national award honors current and former State Board members who have made exceptional contributions to education. It is given to three outstanding leaders each year and is the highest award that NASBE can bestow on a State Board of education member. Chairman Cobey noted that you may recall that Ms. Willoughby received this honor last year, so we are fortunate to share this table with Board members whose service, correction sixteen plus years' service to North Carolina has earned them national recognition.

Mr. McDevitt stated that it is a delight to be recognized this morning. Mr. McDevitt noted that no one does this service for recognition. He stated that he did not deserve it any more than anyone else at this table, but that he will accept it. He added that it reflects the respect that this nation has for this Board, this state, and the education history of the state and for that he was excited.

Chairman Cobey reminded the Board of NASBE's fall conference, but he also noted that it conflicts with our Planning and Work Session. Vice Chairman Collins will be attending the NASBE meeting. Chairman Cobey then reminded Board members and advisors, to hold Tuesday, October 31, beginning at 11:30 AM, and Wednesday, November 1, for the actual planning and work session. They will meet at North Carolina State University on Centennial Campus in Engineering Building II, and noted that State Board and DPI staff are collaborating in the development of the agenda.

Chairman Cobey asked the Board if they have other topics of interest, please discuss with Ms. West. He stated that they are also hoping to incorporate some of NC State's College of Education faculty into some of their discussions, as has been the practice when they have had meetings at other Colleges of Education. Chairman Cobey asked the Board to refer to the proposed schedule that is at your desk and that you have received earlier, as well as posted online under New Business. He noted that you have seen this proposed schedule on the agenda and have had time to review it.

Chairman Cobey asked for a motion to approve this proposed schedule. This schedule reflects meetings on the first Thursday of the month and the preceding Wednesday, as established in our Rules of Procedure.

<i>Upon motion by <u>Ms. Tricia Willoughby</u> and seconded by <u>Ms. Rebecca Taylor</u>, the Board voted unanimously to approve the proposed schedule for next years' SBE meetings as presented.</i>
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Chairman Cobey stated that they have several other matters that they need to deal with because of their closed session yesterday, and for the first motion, he called on Mr. Todd Chasteen.

## **NEW BUSINESS**

Mr. Chasteen referred to a hard copy of the organization chart in front of each Board member. Mr. Chastain moved that the state Board of Education approve the September 7, 2017 organizational chart as listed in New Business (Item B)) under the Chairman's comments.

*Upon motion by Mr. Todd Chasteen and seconded by Mr. Eric Davis, the Board voted unanimously to approve the September 7, 2017, organizational chart as listed in New Business (Item B) under the Chairman's comments, as presented.*

Chairman Cobey then called on Mr. Chasteen for another motion.

Mr. Chasteen stated that the DPI staff has worked very hard on working on budget adjustments, so consistent with Section 7 of this State Budgets Act, Session Law 2017–57, he moved that the State Board of Education direct the State Superintendent to reduce the agency's 2017–18 total budget by \$3,239,205, as recommended by staff outlined in New Business (Item C) under the Chairman's comments.

*Upon motion by Mr. Todd Chasteen and seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve that the State Board of Education direct the State Superintendent to reduce the agency's 2017–18 total budget by \$3,239,205, as recommended by staff outlined in New Business (Item C) under the Chairman's comments, as presented.*

Chairman Cobey called on Mr. Chasteen for another motion.

Mr. Chasteen moved that the State Board of Education approved the 2017–18 Residential School Teacher Contracts as listed in New Business (Items D) under the Chairman's comments.

*Upon motion by Mr. Todd Chasteen and seconded by Mr. Eric Davis, the Board voted unanimously to approve that the State Board of Education the 2017–18 Residential School Teacher Contracts as listed in New Business (Items D) under the Chairman's comments, as presented.*

Chairman Cobey then turned to Mr. Davis for another motion.

Mr. Davis moved that the State Board of Education hire Dr. Stacy Wilson Norman as the Chief Academic Officer for the Department of Public Instruction. Chairman Cobey recognized Superintendent Johnson for comments. Superintendent Johnson stated that since the stay of HB 17 is set to expire on September 12, he asked that the SBE not to fill this vacancy at this time.

*Upon motion by Mr. Todd Chasteen and seconded by Mr. Reginald Kenan, the Board voted unanimously to approve that the State Board of Education hire Dr. Stacy Wilson Norman as the Chief Academic Officer for the Department of Public Instruction, as presented.*

Chairman Cobey then recognized Ms. Cecilia Holden for our legislative report.

➤ **Legislative Report**

❖ **Ms. Cecilia Holden (Legislative Director, NC State Board of Education)**

Ms. Holden stated that the General Assembly was in session in August and during that time four bills became law, and there was another one that the conferees were modified. She noted that the agenda includes a hyperlink which allows the Board to view at their convenience. Ms. Holden pointed out one that was of significance importance was the North Carolina Professional Educator Preparation and Standards Commission appointees were approved and appointed by the General Assembly. She also noted that the General Assembly focused mainly during the August session on the approval of the redistricting map. Prior to their adjournment, they passed an adjournment resolution which was included in your packet which outlines what they could address when they reconvene on October 4.

Ms. Holden noted that they have a couple of high-profile technical corrections that they would like to get through in the October time frame, on topics such as data sharing and principal pay. Under the Educator Preparation efforts, the State Superintendent, will call the first meeting of the commission; A program evaluation study is also currently underway. She noted that the study just happened to coincide with Senate Bill 599, so they have thankfully adjusted some of the items that they plan to cover, recognizing that the commission will be responsible for bringing standards before the SBE for approval.

She also noted some General Assembly changes that occurred last month; one change was, the announcement that Senator Chad Barefoot will not seek re-election in 2018. Sara Riggins Ulm, former Education Policy Advisor for Senator Berger is now the Director of North Carolina Teaching Fellows program at the UNC General Administration. Finally, Shelby Armentrout, who was the former Research Assistant for Representative Linda Johnson and House Education Committee is now the House Education Policy Advisor.

She reiterated that we have the October session and in May we will have the short session reconvening. She would like to use the October planning session for SBE to help craft and formulate the new legislative agenda.

Mr. McDevitt referenced the conversation from yesterday regarding principal pay and asked where the language originated, noting that it begs the question of the collaboration process. After looking back to see the many partners and advocacy groups that were involved, he did not see anything that states that they adopted or that they proposed the language.

Chairman Cobey recognized Superintendent Johnson for a report to the Board.

**STATE SUPERINTENDENT'S REPORT**

Superintendent Johnson stated that several months ago, he put out the call that good things were happening at in NC public schools and proceeded to highlight them. The State Superintendent shared that a video was provided by one of our content providers, Canvas. He added that we work with Canvas and are now moving into the world of digital age learning and what personalized learning can look like for students. A video was shown entitled, "The Languages of Learning: Canvas and Education Services for the Deaf and Blind." Superintendent Johnson reference yesterday's conversation about how digital age learning was about closing the opportunity gaps as well, and bringing opportunities will to students.

Superintendent Johnson shared that the North Carolina Virtual Public Schools was up to record enrollment of over 58,000 students for the last academic school year; NCVPS will be celebrating its 10-year anniversary in October. He also shared that the Japan Foundation has awarded North Carolina \$20,000 to develop Japanese III for NCVPS. The Superintendent shared photos of GCF Global, the community partnership with Halifax County Schools, that installed washer and dryer machines at their campus. He added that this builds right into the Whole Child Model and noted that there are still students in our state who do not have access to washers and dryers. He talked about Emma Laughter, a 17-year-old student from Hendersonville High School, who heard about last summer's book drive within NC Reads and spearheaded her own book drive. She stated that "kids who come from a poverty background have a harder time thriving in school in general with literacy struggles." She received 2500 books from her school to give out to those students less fortunate than she is.

Superintendent Johnson talked about the fourth annual conference for ELLs. Remarks were made by Dr. Maria Pitrie-Martin, Dr. Tiffany Perkins, and Dr. Robert Sox. He added that they were very excited and hopeful that the tools teachers received will be used in their classrooms to help the students. Superintendent Johnson shared some quotes from the teachers who attended the conference. They have also been noted in the Southeast Comprehensive Center (SECC)/American Institutes for Research website, and have been published on the great work that they are doing there. Superintendent Johnson also shared that the ArtsR4 Life Conference was scheduled for Saturday, September 9, 2017, at Meredith College, and he noted that this was a very exciting event and art teachers will be coming in from across the state along with some department leaders speaking to rally teachers. He shared a video clip of a story of staff and students from Northwest School of the Arts in Charlotte -- their groundbreaking production of *The Color Purple*. Superintendent Johnson thanked everyone for sending in all the great things that are going on in schools. He stated as we go through the accountability results, and noted that it will still show that there are some stubborn concerns that they are all going to have to face. He added that we can do this together, and we can do it with innovative thinking and new practices and personalized learning. Superintendent Johnson concluded by saying there are a lot of great things to be commended for public schools and that was just a few of them.

## **CONSENT AGENDA**

Chairman Cobey moved to the Consent agenda. Noting that these items have either been before us in a prior month for discussion or are technical changes or routine reports that are non-contentious.

*Upon motion by Dr. Olivia Oxendine and seconded by Ms. Amy White, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments, EICS 5, EICS 6, SLA 9, SLA 10, BSOP 9, BSOP 10, BSOP 11, ES&P 5, ES&P 6)*

## **EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT** (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

### ***CONSENT***

#### **EICS 5 – Recommended Changes to CHTR-000: Enrollment Increase for Charter Schools**

##### **SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

**Description:**

Per a recommendation from the Office of Charter Schools (OCS), the Charter Schools Advisory Board (CSAB) recommends that the State Board of Education amend its current policy on "Enrollment Increases for Charter Schools." Currently, the SBE must approve enrollment increases above 20%. HB 800 (S.L. 2017-173), passed July 21, 2017, requires the SBE to approve enrollment increases greater than 25% for any charter school that is not identified as low-performing. Additionally, the SBE shall not approve enrollment growth greater than 20% for any charter school that is identified as low-performing. The suggested changes broaden the SBE policy and aligns the policy to statute. At its September 5, 2017, meeting, the CSAB deliberated and determined the final changes to the policy for charter schools seeking enrollment increases. The attached draft policy reflects the CSAB recommendation based on feedback from the Office of Charter Schools and other divisions within NC Department of Public Instruction.

**Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve the amended policy.

**CONSENT**

**EICS 6 – Recommended Changes to CHTR-016 Replication of High Quality Charter Schools**

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

**Description:**

Per a recommendation from the Office of Charter Schools (OCS), the Charter Schools Advisory Board (CSAB) recommends that the State Board of Education amend its current policy on "Fast Track Replication of High Quality Charter Schools." HB 800 (S.L. 2017-173), passed July 21, 2017, states that the SBE must make final decisions regarding "fast-track" applicants in less than 120 days of the application submission date. The suggested changes align the SBE policy to statute.

At its September 5, 2017, meeting, the CSAB deliberated and determined the final changes to the policy for charter schools seeking enrollment increases. The attached draft policy reflects the CSAB recommendation based on feedback from the Office of Charter Schools and other divisions within NC Department of Public Instruction.

**Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve the amended policy.

**STUDENT LEARNING AND ACHIEVEMENT  
COMMITTEE MEETING  
(Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)**

***CONSENT***

**SLA 9 – Report to the Joint Legislative Education Oversight Committee: Founding Principles Report**

**SBE Strategic Plan**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship

**1.1** Increase the cohort graduation rate.

**1.2** Graduate students prepared for post-secondary education.

**Goal 3:** Every student, every day has excellent educators

**Objectives**

**3.1** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent) and Dr. Tiffany Perkins (Director, Division of K-12 Curriculum and Instruction)

**Description:**

In accordance with the 2017-2018 Chronological Schedule, the State Board of Education (SBE) shall report to the Joint Legislative Education Oversight Committee (JLEOC) on the implementation of the Founding Principles Act by October 15, 2017. This report outlines what steps the North Carolina Department of Public Instruction (NCDPI) has taken to support districts and schools with implementation since October 15, 2015.

**Historical Background:**

On June 23, 2011, the North Carolina General Assembly passed The Founding Principles Act (SL 2011-273) that directs local boards of education to require, as a condition of high school graduation, students to complete successfully a semester course, "American History I - The Founding Principles." Additionally, the Department of Public Instruction (DPI) and local boards of education, as appropriate, are directed to provide "curriculum content" to support this semester course. Lastly, the Act directs the State Board of Education (SBE) to align "any curriculum-based tests developed and administered statewide" to include the content expressed in the Act. With the passage of The Founding Principles Act, the 2010 North Carolina Essential Standards for United States History I were aligned to reflect all of the content enumerated therein. Because the United States History I Essential Standards had a 100% alignment with the content outlined in The Founding Principles Act, the standards were not revised. However, members of the NC DPI K-12 Social Studies section modified the 2010 NC Essential Standards document for United States History I to demonstrate this alignment. This modification included changing the name of United States History I to American History I: The Founding Principles to reflect the course name identified in the Act. The United States History II was changed to American History II for consistency. In March 2011, House Bill 48 was signed into law and eliminated statewide standardized testing in the public schools, except as required by federal law or as a condition of a federal grant. This included the elimination of the United States History End-of-Course test as well as the Civics and Economics End-of-Course test, both of which could have been used to measure student competence regarding the content outlined in The Founding Principles Act.

In September 2013, NC DPI engaged in a contract with the Bill of Rights Institute (BORI) to develop course content to support implementation of The Founding Principles Act. The Bill of Rights Institute modules were available for use by schools during the 2014-2015 school year. The course content, aligned to both the American History I: The Founding Principles course and the Civics and Economics course, consists of ten (10) instructional

units that contain the following: pre-assessment; primary source analysis; written reflection; and document-based assessments. More specific details of the units are contained in Appendix C.

### **Update Since the 2015 Report**

On October 29, 2015, Governor Pat McCrory signed SL 2015-291 (SB 524) into law, which amended SL 2011-273 (HB 588). The new legislation essentially added three additional founding principles to the course and removed the requirement that the course be named American History I The Founding Principles.

DPI has completed a support tool that provides additional guidance to districts and schools regarding effective implementation of the American History: Founding Principles, Civics and Economics course. This tool will be uploaded to Canvas as a way to provide professional development for teachers and the curricular materials will be added to SchoolNet for statewide use. A statewide communication regarding the availability of this tool will go out via various listservs in September 2017. The professional learning site is expected to be available in December 2017.

### **Recommendations for the 2017-2019 Biennium**

- Collect data from LEAs on implementation
- Determine needs of LEAs for additional support
- Develop a cadre of teacher leaders who can help support professional learning

### **Recommendations:**

It is requested that State Board of Education members accept the report that will be submitted to the Joint Legislative Education Oversight Committee regarding implementation requirements outlined in The Founding Principles Act.

### ***CONSENT***

### **SLA 10 – Read to Achieve Local Alternative Assessments**

#### **SBE Strategic Plan**

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Marie Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

### **Description:**

The Read to Achieve requirement may be fulfilled by providing third-grade students with an alternative assessment approved by the State Board of Education (SBE). To be approved, an assessment must be linked to the Lexile measure. All of the assessments presented have met this requirement. TE21 develops new Case 21 assessments each year, and, as a result, a linking study must be completed annually for each benchmark assessment to determine the Lexile level.

**Recommendations:**

It is recommended that the SBE approves the Read to Achieve local alternative assessments.

**BUSINESS OPERATIONS COMMITTEE MEETING**  
**(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

**CONSENT**

**BSOP 9 – Student Credential Allotment for Career and Technical Education**

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further, education and citizenship.

**Objective 1:3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Presenter(s):** Dr. Marie Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Mrs. Jo Anne Honeycutt (Director, Career and Technical Education Division)

**Description:**

Session Law 2013-360 allocated funds to increase the number of industry-recognized technical credentials that can be earned by high school students by exempting students from paying fees for one administration of examinations leading to industry certifications and credentials according to rules to be adopted by the State Board of Education. Funds available for 2017-18 total \$1,302,243 are to be allotted to each local education agency (LEA) to offset the cost of credentials pursued at the local level. Funding for statewide Certiport access is deducted from available funds (\$764,232).

NCDPI used the following method when calculating each LEA's allotment:

- Projected the number of participants in each eligible course
- Multiplied the projected participants by the per-pupil cost of the credential
- Totaled the per-pupil costs to calculate a statewide need
- Allocate a base amount of \$100 for each school.
- Divided the total funds available by the total need to calculate the total amount that the credential allotment could cover.
- Allotted credential money to cover percentage of \$538,011 available (\$1,302,243-\$764,232) for each LEA's projected need.

Attachment one details the amount of funding to be allotted to each LEA.

**Recommendations:**

It is recommended that the State Board of Education approve the allotments as presented.

**CONSENT**

**BSOP 10 – Report to the North Carolina General Assembly: Ensure Security of Student Records**

**SBE Strategic Plan:**

**Goal 5:** Every student is healthy, safe, and responsible

**Objective: 5.1:** Create and maintain a safe and respectful school environment

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Thomas R. Tomberlin (Director, Educator Human Capital Policy and Research)

**Description:**



This annual report is mandated by the North Carolina General Assembly. The North Carolina Department of Public Instruction compiles this report to communicate all new personally identifiable student data and changes to existing data collections.

**Recommendations:**

It is recommended that the report is approved by the SBE.

**CONSENT**

**BSOP 11 – Report to the North Carolina General Assembly: State Agency Mobile Device Report**

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4.3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Meera Phaltankar (Director, Financial Services Division)

**Description:**

Agencies shall conduct periodic audits of mobile device usage to ensure that State employees and contractors are complying with agency policies and State requirements for their use. Beginning October 1, 2011, each agency shall report annually to the Chairs of the House of Representatives Committee on Appropriations and the House of Representatives Subcommittee on General Government, the Chairs of the Senate Committee on Appropriations and the Senate Appropriations Committee on General Government and Information Technology, the Joint Legislative Oversight Committee on Information Technology, the FRD, and the Office of State Budget and Management on the following:

- (1) Any changes to agency policies on the use of mobile devices.
- (2) The number and types of new devices issued since the last report.
- (3) The total number of mobile devices issued by the agency.
- (4) The total cost of mobile devices issued by the agency.
- (5) The number of each type of mobile device issued, with the total cost for each type.

The attached report contains a summary of the Mobile Communications Devices for the agency for fiscal year 2016-2017.

**Recommendations:**

It is recommended that the SBE accept this report for submission to the Chairs of the House of Representatives Committee on Appropriations and the House of Representatives Subcommittee on General Government, the Chairs of the Senate Committee on Appropriations and the Senate Appropriations Committee on General Government and Information Technology, the Joint Legislative Oversight Committee on Information Technology, the FRD, and the Office of State Budget and Management.

**EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING**  
**(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)**

***CONSENT***

**ES&P 5 – Evaluation Standards and Criteria: Teacher Leadership Specialist**

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Robert Sox (Interim Director, Educator Effectiveness)

**Description:**

The State Board of Education approved the Teacher Leadership Specialist (TLS) evaluation standards in October of 2014. These standards need to be added to the SBE policy manual

**Recommendations:**

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the SBE.

***CONSENT***

**ES&P 6 – Evaluation Standards and Criteria: Career Development Coordinators**

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Robert Sox (Interim Director, Educator Effectiveness)

**Description:**

The State Board of Education approved the Career Development Coordinator (CDC) evaluation standards in February of 2014. These standards need to be added to the SBE policy manual.

**Recommendations:**

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the SBE.

**SPECIAL COMMITTEE ON DIGITAL LEARNING**  
**(Lt. Governor Dan Forest, Chair; Ms. Becky Taylor, Vice Chair)**

***NEW BUSINESS***

❖ **Digital Learning Initiative Professional Learning Update**

- **Ms. Verna Lalbeharie, Director, Digital Teaching & Learning**
- **Dr. Jeni Corn, The Friday Institute at NCSU**

Lt. Governor Forest noted that they had a very thorough presentation from DPI and the Friday Institute yesterday regarding what was going on in 2017 with digital learning. He added they continue to make good progress across the board, and the budget was still strong related to that. Lt. Governor Forest shared the new budget categories as they move forward next year total \$8.6 million with some carryover from the previous years, but was focused on the things that they discussed yesterday.

**BUSINESS OPERATIONS COMMITTEE MEETING**  
**(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

***ACTION ON FIRST READING***

**BSOP 1 – Extended Learning and Integrated Student Supports Grant Program RFP**

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4:3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Donna Brown (Director, Federal Program Monitoring and Support Division)

**Description:**

For the 2017-18 school year, the General Assembly of North Carolina appropriated six million dollars (\$6,000,000) from the At-Risk Student Services Alternative School Allotment for the Extended Learning and Integrated Student Supports (ELISS) Competitive Grant Program. The purpose of the Program is to fund high-quality, independently validated extended learning and integrated student support service programs for at-risk students that raise standards for student academic outcomes. Nonprofits and nonprofits working in collaboration with local school administrative units may participate in the ELISS program. Programs must serve one or more of the following student groups:

1. At-risk students not performing at grade level as demonstrated by statewide assessments
  2. Students at-risk of dropping out
  3. Students at-risk of school displacement due to suspension or expulsion as a result of anti-social behaviors.
- Grant participants are eligible to receive grants for up to two years in an amount of up to five hundred thousand dollars (\$500,000) each year. Grants must be matched on the basis of three dollars (\$3.00) in grant funds for every one dollar (\$1.00) in non-grant funds. Matching funds shall not include other State funds. Matching funds may include in-kind contributions. Matching funds may include in kind contributions for up to fifty percent (50%) of the required match. In order to support the competitive process, the Request for Proposal (RFP) has been developed to 1) meet requirements outlined in the law, and 2) ensure a fair objective competitive process is conducted.

**Recommendations:**

It is recommended that the SBE approve the RFP in order to complete the competitive process and appropriate funds in as timely a manner as possible.

*Upon motion by Mr. Todd Chasteen and seconded by Ms. Becky Taylor, the Board voted unanimously to approve the Extended Learning and Integrated Student Supports Grant Program Request for Proposal, as presented. (See attachment BSOP 1)*

**Discussion/Comments:**

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the Committee on Wednesday.

***ACTION ON FIRST READING***

**BSOP 2 – Extended Learning and Integrated Student Supports Grant Program RFP**

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4:3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Donna Brown (Director, Federal Program Monitoring and Support Division)

**Description:**

The Department of Public Instruction is directed by the North Carolina General Assembly to use up to six million dollars (\$6,000,000) for the 2017-18 fiscal year and up to six million dollars (\$6,000,000) for the 2018-19 fiscal year for the Extended Learning and Integrated Student Supports Competitive Grant Program (Program). The purpose of the Program is to fund high quality, independently validated extended learning and integrated student support service programs for at-risk students that raise standards for student academic outcomes. In order to allocate funds, it is recommended that the Allotment Policy Manual be updated to reflect requirements under Session Law 2017-57 and offer two-year grants to approved organizations.

**Recommendations:**

It is recommended that the SBE approve the policy to ensure that funds area allocated in as timely a manner as possible.

**Discussion/Comments:**

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the Committee on Wednesday.

*Upon motion by Mr. Todd Chasteen and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the Extended Learning and Integrated Student Supports Competitive Grant Allotment Policy Program, as presented. (See attachment BSOP 2)*

***ACTION ON FIRST READING***

**BSOP 3 – Title IV, Part A-Student Support and Academic Enrichment Grant Allotment Policy**

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4:3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Donna Brown (Director, Federal Program Monitoring and Support Division)

**Description:**

The purpose of the Student Support and Academic Enrichment Grants (SSAE) is to improve students' academic achievement by increasing the capacity of states, local educational agencies (LEAs), schools, and local communities to (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. An LEA/charter school is eligible for SSAE funds if the LEA/charter school was eligible for Title I, Part A funds in the preceding fiscal year. It is recommended that the Allotment Policy Manual is

amended to include the Allotment Policy for SSAE to comply with the requirements of the ESSA.

**Recommendations:**

It is recommended that the SBE approve the proposed allotment policy in order to allocate the formula funds to LEAs and charter schools in a timely manner.

**Discussion/Comments:**

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the Committee on Wednesday.

*Upon motion by Mr. Todd Chasteen and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Title IV, Part A-Student Support and Academic Enrichment Grant Allotment Policy, as presented. (See attachment BSOP 3)*

***ACTION ON FIRST READING***

**BSOP 4 – Digital Learning Initiative Grant Program Request for Proposal**

**SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education

**Objective 2.2:** Increase the number of teachers and students using digital learning tools

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Objective 3.1:** Develop and support highly effective principals

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Ms. Verna Lalbeharie (Director, Digital Teaching and Learning), and Ms. Emma Braaten (Digital Learning Initiative Specialist)

**Description:**

The North Carolina Department of Public Instruction (NCDPI), on behalf of the North Carolina State Board of Education (NCSBE), seeks to issue this Request for Proposal (RFP) for Digital Learning Initiative Grants.

The North Carolina Digital Learning Plan recommends the provision of grants to support the development and dissemination of local innovative digital learning models. The goal is to have effective digital learning practices spread across all North Carolina K-12 public schools. All school districts and charter schools are eligible to apply for the competitive grant program. Once approved by this Board, NCDPI will release the RFP to school districts and charter schools and will provide a webinar and question/answer session to assist in completion. Applications will be returned no later than October 23, 2017. Funds must be expended by recipients prior to June 30, 2018.

**Recommendations:**

It is recommended that the State Board of Education approve the release of this RFP as presented.

**Discussion/Comments:**

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the Committee on Wednesday.

*Upon motion by Mr. Todd Chasteen and seconded by Lt. Governor Dan Forest, the Board voted unanimously to approve the Digital Learning Initiative Grant Program Request for Proposal, as presented. (See attachment BSOP 4)*

***ACTION ON FIRST READING*****BSOP 5 – Title V State Abstinence Education (AEGP) Grant****SBE Strategic Plan:****Goal 5:** Every Student is Healthy, Safe and Responsible**Objective 5.1** Create and maintain safe and respectful school environments**Objective 5.2** Promote healthy, active lifestyles for students**Objective 5.3** Decrease the number of students who are chronically absent, dropout, or suspended out of school**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent); Dr. Tiffany A. Perkins, (Director, K-12 Standards, Curriculum and Instruction), and Dr. Ellen Essick, (Section Chief, NC Healthy Schools)**Description:**

The purpose of the State Abstinence Education Program is to support student decisions to abstain from sexual activity by providing abstinence programming as defined by Section 510(b) of the Social Security Act (42 U.S.C 710(b) with focus on those groups that are most likely to bear children out-of-wedlock, such as youth in or aging out of foster care. As a condition of receiving this grant, North Carolina must certify that all abstinence education materials that are presented as factual are medically accurate and grounded in scientific research. This also pertains to any materials presented by sub-awardees of the State. In the Funding Opportunity Announcement (FOA) released by the U.S. Department of Health and Human Services Administration for Children and Families (ACF). The Title V State Abstinence Education Grant Program (AEGP) awarded \$2,363,117 to DPI for fiscal year 2017 (FY2017) to begin October 1, 2017, to September 30, 2018. In addition to this award, DPI was granted a supplementary award of \$540,975. DPI will provide \$1,815,000 in sub-awards to 31 LEAs. Each LEA will receive \$58,548. Funds will support the following LEAs: Alleghany County Schools, Anson County Schools, Ashe County Schools, Bertie County Schools, Bladen County Schools, Caldwell County Schools, Cumberland County Schools, Duplin County Schools, Edenton/Chowan County Schools, Edgecombe County Schools, Granville County Schools, Greene County Schools, Halifax County Schools, Hertford County Schools, Hoke County Schools, Jones County Schools, Lee County Schools, Lenoir County Schools, Martin County Schools, Montgomery County Schools, Northampton County Schools, Randolph County Schools, Robeson County Schools, Rockingham County Schools, Sampson County Schools, Scotland County Schools, Swain County Schools, Vance County Schools, Warren County Schools, Washington County Schools, and Wilson County Schools. Note: Asheboro City Schools and Wayne County Schools were given sub awards during FY2016; however, they never identified a local contact, submitted a plan or drew down which resulted in the reversion of funds. They have been removed from the list of sub awards and the funds will be dived up among the remaining 30 LEAs actively participating in the program.

**Recommendations:**

The State Board of Education is asked to grant approval of providing funding up to 30 of the 115 LEAs. The State Board of Education is asked to take Action on First Reading.

**Discussion/Comments:**

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the Committee on Wednesday.
- Mr. Reginald Kenan requested to recuse himself from this item. Chairman Cobey noted that Mr. Kenan recused himself from BSOP 5.

*Upon motion by Mr. Todd Chasteen and seconded by Ms. Amy White, the Board voted unanimously to approve the Title V State Abstinence Education (AEGP) Grant, as presented. (See attachment BSOP 5)*

***ACTION ON FIRST READING***

**BSOP 6 – Changes to QZAB Board Policy Regarding SB 468**

**Policy Implications:** Session Law 2017-187 (SB 468)

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4.3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Dr. Ben Matthews (Chief School Operations Officer, Safe and Healthy Schools Support) and Dr. Ken Phelps (Lead Consultant, School Planning Section)

**Description:**

The Qualified Zone Academy Bonds (QZAB) program is part of the American Recovery and Reinvestment Act of 2009, intended to facilitate renovation and improvement of school facilities. Session Law 2017-187 (SB 468) broadened the scope of authorizations of QZAB funding, required that applications are now to be prioritized according to certain socioeconomic criteria, and directed the State Board of Education to establish an application process to enable the new criteria to be accomplished.

**Recommendations:**

It is being recommended that the State Board approve the new policy.

**Discussion/Comments:**

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the Committee on Wednesday.
- Dr. Ken Phelps clarified the policy to align with the law, they have slightly reworded priority number 1 and combined priorities 2 and 3 into that criteria, and then renumbered the subsequent priorities.
- This item was reposted on Wednesday.

*Upon motion by Mr. Todd Chasteen and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the Changes to QZAB Board Policy Regarding SB 468 as set forth with the clarification today, as presented. (See attachment BSOP 6)*

***ACTION ON FIRST READING***

**BSOP 12 – Property Transfer Between the NC School for the Deaf and the Western NC School of Science and Mathematics**

**Presenter(s):** Ron Collier, Staff Architect; Ben Matthews, Ph.D.

Over the past 2 years, a UNC-SOG study commission has prepared a study of future property use in Burke County that encompasses the Broughton Hospital, Western Piedmont Community College, Burke County Government and the NC School for the Deaf (NCSD). During this process, there was an interest in establishing a western campus for the NC School of Science and Math (NCSSM). Legislative action located NCSSM in Burke County and the unused portion of the NC School for the Deaf, being an ideal location to serve the western portion of the state and to the benefit of both NCSD and NCSSM. The new NCSSM received legislative approval and funding for construction of the new campuses. Approximately 58.8 acres has been identified through agreement between NCSD and NCSSM. To establish the new campus, it was necessary that property of the NCSD be transferred to the NCSSM. This transfer will be handled by the Department of Administration, State Properties Office. It will require

the approval for disposition by the State Board of Education and signature by the State Superintendent on DOA Form PO-2.

**Recommendations:**

Accept the Disposition of Property. State Superintendent sign DOA Form PO-2.

**Discussion/Comments:**

- BSOP Committee Vice Chair Todd Chasteen noted a thorough discussion of this item during the Committee on Wednesday.

*Upon motion by Mr. Todd Chasteen and seconded by Lt. Governor Dan Forest, the Board voted unanimously to approve the Property Transfer Between the NC School for the Deaf and the Western NC School of Science and Mathematics, as presented. (See attachment BSOP 12)*

**DISCUSSION**

**BSOP 7 – Principal Performance Bonuses**

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4.3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Appropriations Bill 2017-57 Section 8.4 appropriates \$7,000,000 for bonuses for two bonus programs for principals based on the Education Value-Added Assessment System (EVAAS) growth index score for the school. The two bonus programs are as follow:

1. A bonus for principals who supervised a school which had a 2016-17 growth score in the top 50% of the schools in the State.
2. A bonus for principals who supervised a school that either met or did not meet expected growth in 2015-16, but exceeded growth in 2016-17.

The bonuses are required to be paid no later than October 31, 2017.

**Recommendations:**

It is recommended that the State Board of Education discuss the proposed policy.

This item was presented for Discussion during the September 2017 State Board of Education meeting. (See Attachment BSOP 7)

**INFORMATION**

**BSOP 8 – Presentation on School-Based Administrator Pay**

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 4.3:** Use State and federal funding according to State and federal laws and State Board of Education policies



Education Building, Raleigh	Thursday, September 7, 2017	State Board Room, 9:00 AM
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**Presenter(s):** Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

In the October 2016 State Board of Education meeting, the Division of School Business presented a status of North Carolina school-based pay. During the 2017 legislation session, the General Assembly made significant changes to both the assistant principal and principal schedules as ratified in the Appropriations Bill 2017-57.

This presentation will provide an overview of these changes and some of the impacts on the personnel.

**Recommendations:**

There are no recommendations presented.

This item was presented as Information during the September 2017 State Board of Education meeting. (See Attachment BSOP 8)

**NEW BUSINESS**

- **School Business Systems Modernization Plan Update**
  - ❖ **Mr. Phil Emer, The Friday Institute at NCSU**

Mr. Emer provided a Business Systems Modernization Plan update including the case for the modernization plan, the timeline and cost.

Mr. Collins thanked the staff for a very interesting and disturbing report on principle pay yesterday. He added that he suspected there were some anomalies but he did not realize that they were as extreme as they were. He noted that it was incumbent upon them to marshal the resources that they have to explain to legislature, in case these are unintended consequences. He also noted that he was a little concerned that the Superintendent indicated that perhaps our financial staff did not have the time to do this. Mr. Collins stated that he feels the Board needs to get some direction as to whether this was a priority or not, if it is then we should direct whatever resources we have to provide whatever information we can to the legislature in a timely manner to correct the problems that were illustrated yesterday.

Chairman Cobey stated that this was a high priority and there were unintended consequences. Mr. Collins asked could he ask the Superintendent if that was his intent. Superintendent Johnson stated that as head of the agency you should make a motion if that is what you would like to direct staff to do.

Chairman Cobey called on Mr. Collins to make a motion. Mr. Collins moved that the State Board of Education direct the Department of Public Instruction and our State Superintendent to provide the necessary information to the General Assembly to correct any unintended consequences in legislation regarding principal pay.

*Upon motion by Mr. A.L. Collins and seconded by Mr. Eric Davis, the Board voted unanimously to approve that the State Board of Education direct the Department of Public Instruction and our State Superintendent to provide the necessary information to the General Assembly to correct any unintended consequences in legislation regarding principal pay, as presented.*

**Update on Contracts**

**EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING**  
**(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)**

***ACTION***

**ES&P 1 – Amendment to Licensure Testing Requirements Policy: LICN-003 – Academically and Intellectually Gifted and Birth-Kindergarten**

**SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Mrs. Sneha Shah-Coltrane (Director, Division of Advanced Learning and Gifted Education) and Ms. Steleana Rountree (Consultant, Licensure Area)

**Description:**

This policy amendment contains two revisions. The first revision focuses on the Academically or Intellectually Gifted (AIG) Add-On License. The second revision focuses on Birth-Kindergarten (BK) License.

**AIG Revision:**

In response to the NCDPI Task Force on Teacher Recruitment, Credentialing and Retention comprised of Superintendents and district leaders, Volunteer AIG Regional Leaders from all SBE regions, and other educators, NCDPI recommends adopting an ETS Praxis testing option as an additional pathway for licensed educators to obtain an AIG Add-On License with a qualifying score. This amendment will expand the options for teachers to obtain an AIG Add-On license, which will give school districts access to more AIG licensed teachers.

Currently to obtain an AIG Add-On License, teachers enroll in an approved IHE program. While NC has one of the strongest networks of AIG IHE programs in the country, this additional pathway will bring AIG into alignment with other content and exceptional children's areas of licensure and will broaden access to an AIG Add-On License to meet the demands in the field for AIG licensed educators. This recommendation also supports the best practice in gifted education of compacting curriculum and is a mastery-based learning option for adults.

In June, ETS facilitated a standard setting process for the Gifted Education Praxis test 5358 with AIG experts from here in NC. All SBE regions were represented by either an AIG teacher and/or AIG Coordinator. Two IHE representatives were also included, one each representing public and private colleges and universities. Based on the standard setting committee recommendation, NCDPI recommends a qualifying score of 157 on the Gifted Education Praxis test for a teacher to obtain an AIG Add-On License. This score is in alignment with majority of states that offer this option and with the ETS recommended score.

**BK Revision:**

In April of 2016, after the deletion of Federal mandates for being designated "Highly Qualified", the State Board of Education (SBE) clarified its HQ definition as holding a NC Teaching License in the area appropriate for the course taught. Per SBE Policy LICN-001, the clarification states to be a "highly qualified teacher" at the elementary school level a teacher must have obtained an appropriate license for the core academic subjects taught and demonstrate subject knowledge and teaching skills in reading/language arts, writing, mathematics, and other areas of the basic elementary school curriculum by passing SBE approved exams required for the license according to the testing requirements outlined in the NC state statutes. It has only approved the use of an appropriate BK exam for the purpose of designating those so licensed as HQ to teach grade K. Since there is no SBE approved licensure exam that is required for the BK license, the DPI Licensure Section recommends striking the footnoted language that concludes testing policy LICN-003.

**Recommendations:**

The State Board of Education is asked to discuss and provide feedback to the proposed changes to the existing policy.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee on Wednesday.

*Upon motion by Dr. Olivia Oxendine and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Amendment to Licensure Testing Requirements Policy: LICN-003 – Academically or Intellectually Gifted (AIG) AND Birth-Kindergarten (BK) with a Qualifying Score of 157, as presented. (See attachment ES&P 1)*

This item was presented for Action during the September 2017 State Board of Education meeting. (See Attachment ES&P 1)

***ACTION ON FIRST READING***

**ES&P 2 – Educator Preparation Program Approvals for Institutions of Higher Education**  
**SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Andrew Sioberg (Service Support Coordinator, Education Preparation)

**Description:**

Institutions of Higher Education (IHEs) are resubmitting all program descriptions and proposals for evaluation and review this semester. The Educator Preparation Program Approval Committee, with the assistance of DPI Information Technology programmers, launched a Web-based platform for the submission and review of current programs and new program proposals. These proposals are reviewed by trained public school practitioners, content experts, and/or higher education faculty. Each program submission is reviewed for alignment with recent legislation and State Board policies, including use of a valid and reliable assessment of pedagogy (edTPA or PPAT), minimum sixteen-week student teaching and field experiences every semester in low-performing schools. A chart of reviewed and recommended programs is presented to the Board for approval.

**Recommendation:**

This item is presented for Action on First Reading at the September 2017 SBE meeting.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.

*Upon motion by Dr. Olivia Oxendine and seconded by Ms. Amy White, the Board voted unanimously to approve the Educator Preparation Program Approvals for Institutions of Higher Education, as presented. (See attachment ES&P 2)*

This item was presented for Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment ES&P 2)

### ***ACTION ON FIRST READING***

#### **ES&P 3 – Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Requirements**

**Policy Recommendations:** SBE# LICN-021 and TCED-009

**SBE Strategic Plan:**

*Goal 3:* Every student, every day has excellent educators

*Objective 3.1:* Develop and support highly effective teachers

**Presenter:** Dr. Olivia Oxendine (State Board of Education)

**Description:**

State Board of Education policy LICN-021 allows individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. A similar policy, TCED-009 allows colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

**Recommendations:**

It is recommended that the recommendations of the Appeals Panel related to each request be approved.

**Discussion/Comments:**

- Dr. Oxendine stated that this was a closed session item and will be presented Wednesday afternoon.

This item was presented for Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment ES&P 3)

### ***DISCUSSION***

#### **ES&P 4 – Amendment to General Licensure Requirements Policy: LICN-001**

**Policy Recommendations:** SBE# LICN-001

**SBE Strategic Plan**

*Goal 3:* Every student, every day has excellent educators

*Objective 3.1:* Develop and support highly effective teachers

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Thomas R. Tomberlin (Director of Educator Human Capital Policy and Research), Ms. Susan Ruiz (Section Chief, Licensure)

**Description:**

NCDPI recommends changes to Section 1.20 – Types of Licenses of policy LICN-001. Current SBE policy does not define how a teacher can re-enter the teaching profession if he/she fails to convert the initial license to a continuing license. NCDPI recommends that an individual be allowed to apply for an initial teaching license once all testing and/or coursework requirements have been met. NCDPI also recommends making August 15<sup>th</sup> the end of the academic year for testing purposes. NCDPI recommends defining the number of workdays (120) required to constitute a year of teaching. Additionally, NCDPI is making technical corrections to the policy that clearly establish testing time frames for all initially licensed teachers. A similar technical correction was made to policy LICN-003.

**Recommendations:**

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the SBE.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.

This item is submitted for Discussion during the September 2017 State Board of Education meeting. (See Attachment ES&P 4)

**NEW BUSINESS**

- **Educator Preparation Pass Rate Compliance Updates**
  - ❖ **Dr. Andrew Sioberg (Educator Effectiveness, Educator Preparation Coordinator)**

Dr. Sioberg updated the Board on a Title II report of IHEs schools, colleges of education and their undergraduate programs that fall below the 70% pass rate.

**EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING**  
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

***ACTION ON FIRST READING***

**EICS 1 – 2017-18 Charter Schools Pilot Transportation Grant Recommendations**

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

**Description:**

SB 257 states - **By August 1, 2017**, the Department shall establish the criteria and guidelines for the grant application process for the upcoming school year, including any documentation required to be submitted with the application. The Department shall accept applications until December 31, 2017, for eligible student transportation costs incurred during the fall semester of the school year and until May 30, 2018, for eligible student transportation costs incurred during the spring semester of the school year. Criteria and guidelines will help with the fund distribution of \$2.5 million dollars. The Office of Charter Schools (OCS) proposed criteria and guidelines for the charter schools grant application process to the Charter Schools Advisory Board (CSAB) on September 5, 2017. In reviewing the totality of information, the Advisory Board decided to adopt the guidelines and process outlined below:

**Five Step Charter School Grant Process:**

1. Complete a Letter of Intent (see attached) to help with the planning and grant dissemination since there is \$2.5 million allotted;
2. Complete an application (see attached);
3. OCS, CSAB and other division participation to review and approve an application;
4. After application approval, require the school to submit relevant documentation such as receipts, etc.; and
5. Fund disbursement to approved schools.

**Recommendations:**

It is recommended that the State Board of Education approve the charter school grant recommendations of the Charter School Advisory Board.

**Discussion/Comments:**

- EICS 1 Committee Chair Ms. Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.

This item is presented for Action during the September 2017 State Board of Education meeting. (See Attachment EICS 1)

*Upon motion by Ms. Rebecca Taylor and seconded by Mr. A.L. Collins, the Board voted unanimously to approve the 2017-18 Charter School Pilot Charter School Transportation Grant Recommendation, as presented. (See attachment EICS 1)*

***ACTION ON FIRST READING***

**EICS 2 – NC Innovative School Districts State Board of Education Draft Policies for Consideration**

**Policy Implications:** G.S. 115C-75.6

**Presenter(s):** Dr. Eric Hall, NC Innovative School District Superintendent

**Description:**

The ISD Superintendent shall provide an overview of three new policies to support the initial launch of the North Carolina Innovative School District. These draft policies focus on NCISD school criteria for qualifying as an Innovative School, the evaluation of qualifying schools prior to selection, and policy that defines final selection criteria and actions for the State Board of Education and the ISD Superintendent.

**Discussion/Comments:**

- EICS 2 Committee Chair Ms. Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.

*Upon motion by Ms. Rebecca Taylor and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve NC Innovative School District SBE Draft Policies, as presented. (See attachment EICS 2)*

This item is presented for Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment EICS 2)

***MOVED TO ACTION ON FIRST READING***

***DISCUSSION***

**EICS 3 – Submission Restart Applications**

**Policy Implications:**

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for post-secondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP). Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Dr. Nancy Barbour (Director, District and School Transformation)

### **Description:**

Recurring Low-Performing Schools have the opportunity to apply for one of four Reform Models to utilize innovative school reform and reverse a history of low performance. The Committee for Student Learning and Achievement and the Department have received a number of Reform Model applications from across the state listed by LEA below. These applications are posted for review and will be processed by the Department, read, reviewed by necessary Divisions, and potentially edited in preparation for their approval at the October State Board Meeting. Applications Submitted for Discussion: One Reform Model Application is being submitted for approval. The following list includes the name of the school district and school.

Northampton County Schools

1. Gaston Elementary School

### **Recommendations:**

It is recommended that the State Board approve this application.

### **Discussion/Comments:**

- EICS 3 Committee Chair Ms. Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- Ms. Taylor noted this item was moved to Action on First Reading.

*Upon motion by Ms. Rebecca Taylor and seconded by Mr. Todd Chasteen, the Board voted unanimously to approve the Submission Restart Application for Gaston Elementary School, as presented. (See attachment EICS 3)*

This item was presented for Discussion and moved to Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment EICS 3)

Ms. Taylor noted that EICS 4 will be presented this afternoon regarding the public release of the qualifying schools for the Innovative School District.

### **NEW BUSINESS**

- **NCVPS Executive Director's Report**
  - ❖ **Dr. Eliz Colbert (Executive Director, NCVPS)**

Dr. Colbert shared a very positive report from Bladen County schools. There was a presentation on the pilot which had such glowing reports for students who could not pass Math I. Ms. Taylor noted that with the blended model, it has taken NC Math I over a year's period, and they are seeing great statistics of pass rates which was very encouraging many parts.

**STUDENT LEARNING AND ACHIEVEMENT  
COMMITTEE MEETING  
(Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)**

***ACTION***

**SLA 1 – Extended Content Elective Courses: Vocational Preparation; Health, Safety and Independent Living**

**SBE Strategic Plan:**

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.2 Graduate students prepared for post-secondary education

Goal 2: Every student has a personalized education

Goal 5: Every student is healthy, safe and responsible

Objective 5.2 Promote healthy, active lifestyles for students

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. William J. Hussey (Director, Exceptional Children), and Ms. Dreama McCoy (Section Chief, Exceptional Children)

**Description:**

The majority of students with significant cognitive disabilities pursue the graduation certificate pathway rather than the graduation diploma pathway and are allowed to remain in school until the age of 22. Elective courses for students on the certificate pathway often do not have standards that are modified and accessible for this population of students. Some Local Education Agencies struggle with providing meaningful functional courses that ensure progress toward students' post-secondary goals. Students with significant cognitive disabilities constitute less than 1% of the entire population. One of the primary purposes of education is to prepare individuals with the tools that allow them to successfully address the demands of adulthood. Although these students are identified as having significant challenges, they are capable of learning and accruing skills that lead to post-school success at a level that engages and challenges them. Two new courses, Vocational Preparation and Health, Safety and Independent Living, have been developed. These courses will be used as single courses over six (6) semesters equaling a total of 12 credits. These courses will be voluntary during the school years 2017-2019. These courses provide students with meaningful, relevant competencies that focus on vocational skills, community involvement, self-advocacy, and adaptive skills. The adoption and implementation by LEAs of these courses, as part of the graduation certificate pathway, will provide students the opportunity to obtain skills, resources, and knowledge to become independent and productive citizens. The timeline for implementation is as follows:

SY2017-2018 – Provide course competencies, rubric for portfolio, guidance document, and professional development.

SY 2018-2019 – Courses available for students as electives.

SY2017-2019 – As part of the implementation plan, data and feedback from the LEAs will be reviewed. Appropriate changes will be considered and reflected in the course electives.

SY2019-2020 – Begin requirement with students entering 9<sup>th</sup> grade for certificate completion.

**Recommendations:**

It is requested that the State Board of Education approve the proposed changes at the September 2017 State Board of Education meeting.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.



*Upon motion by Mr. Eric Davis and seconded by Ms. Tricia Willoughby, the Board voted unanimously to approve the Extended Content Elective Courses: Vocational Preparation; Health, Safety and Independent Living, as presented. (See attachment SLA 1)*

This item was presented for Action during the September 2017 State Board of Education meeting. (See Attachment SLA 1)

## **SLA 2 – K-8 Mathematics Extended Content Standards Revision**

### **Policy Implications: SBE# SCOS-012**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.2** Graduate students prepared for post-secondary education

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. William J. Hussey (Director, Exceptional Children) and Ms. Dreama McCoy (Section Chief, Exceptional Children)

### **Description:**

In fulfillment of policy SCOS-012, the newly revised K-8 Mathematics standards were approved by the SBE in June 2017. Students with significant cognitive disabilities must be provided access to the State standards by aligning instruction and assessments to the recently approved K-8 Math standards. This allows for educational goals to link directly to grade level and academic content. The Exceptional Children Division, in collaboration with K-12 Curriculum and Instruction Division, must fully align to newly adopted K-8 Mathematics standards. Students with significant cognitive disabilities constitute less than 1% of the student population. Although these students are identified as having significant challenges, we are capable of learning at a level that engages and challenges them. This month, the draft of the revised standards (now named Extended Content K-8 Mathematics) are presented for Discussion. Public comments were made available for thirty days.

### **Recommendations:**

It is requested that the State Board provide feedback and input on the proposed changes and return the item for approval at the September 2017 State Board of Education meeting.

### **Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.

*Upon motion by Mr. Eric Davis and seconded by Dr. Olivia Oxendine, the Board voted unanimously to approve the K-8 Mathematics Extended Content Standards Revision, as presented. (See attachment SLA 2)*

This item was presented for Action during the September 2017 State Board of Education meeting. (See Attachment SLA 2)

## **ACTION**

### **SLA 3 – Every Student Succeeds Act (ESSA) Draft Plan**

#### **SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for post-secondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Tammy Howard (Director, Accountability Services), Dr. Lou Fabrizio (Federal Policy Director), and Dr. Nancy Barbour (Director, District and School Transformation)

#### **Description:**

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires the U.S. Secretary of Education to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. At the September meeting, NCDPI staff will highlight sections of the State Plan that have changed from the prior draft and from comments from Governor Cooper's 30-day review which warrant specific SBE attention prior to voting on approving the plan.

#### **Recommendations:**

It is recommended that the State Board of Education approve the State Plan for submission to the US Department of Education by the September 18, 2017, deadline.

#### **Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a thorough discussion of the draft plan, which included an amendment to page 8 on the guiding principles, to read North Carolina's guiding principle is "to continue to transform" from industrial age practices," which will be added to the draft plan.
- Chairman Cobey noted that without objection the State Board authorize the staff to make technical changes.

*Upon motion by Mr. Eric Davis and seconded by Mr. Todd Chasteen, the Board voted to approve Every Student Succeeds Act (ESSA) Draft Plan which includes an amendment to page 8 under guiding principles, which reads North Carolina's guiding principle is to continue to transform an industrial age practices – All SBE members voted to approve except for Mr. A.L. Collins who opposed, as presented. (See attachment SLA 3)*

This item was presented for Action during the September 2017 State Board of Education meeting. (See Attachment SLA 3)

#### ***ACTION ON FIRST READING***

#### **SLA 4 – Compliance Commission Recommendations for Field Testing and Special Studies Appeals for the 2017-18 School Year**

#### **SBE Strategic Plan:**

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

**Description:**

On August 4, 2017, LEAs and charter schools were notified of participation in field tests and special studies for the 2017–18 school year. LEAs/charter schools were permitted to file an official appeal requesting that a school be excluded from a specific field test sample based on a written justification submitted by the LEA superintendent/charter school director, along with a Request for Appeals form. Requests for Appeals were collected by the Division of Accountability Services and presented to the Compliance Commission for Accountability at a conference call meeting on August 24, 2017. At the September SBE meeting, the Compliance Commission recommendations for accepting or denying the appeals will be presented for Action on First Reading. Expediting action on this item will provide timely information to LEAs so they may plan for the 2017–18 school year.

**Recommendations:**

It is recommended that the SBE approve the Compliance Commission’s recommendations regarding the appeals.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.

*Upon motion by Mr. Eric Davis and seconded by Dr. Olivia Oxendine, the Board voted to approve the Compliance Commission Recommendations for Field Testing and Special Studies Appeals for the 2017-18 School Year, as presented. (See attachment SLA 4). Two members, Vice Chairman Collins and Ms. Becky Taylor, voted against the motion.*

- Mr. Collins made a substitute motion, that all the applicants be approved, and the original motion was that all of them be denied. Seconded by Ms. Rebecca Taylor.
- Mr. Collins stated when we have a waiver process in which no waivers are granted, it raises the question whether we have a waiver process. He added that in his district and region there are three counties that have complained. Ninety percent of the schools in his home county are affected, 100% of Rockingham County schools are affected, and Randolph County is also raising issues with respect to the fact that the field test interferes with the education of children, especially children who are in at-risk schools. Mr. Collins stated that one of his biggest concerns deals with the academic resilience of children who are at risk. He stated that the impact upon those districts so heavily used by the field test will be adverse in their test scores and will be adverse in the ability to teach children because it will take class time away. He noted that he was without information to decide whether there were reasons that some should be denied and some should be approved.
- Ms. Taylor stated she felt torn and that she has heard the same things that Vice Chair Collins has heard, and out of respect for all the hard work that our Accountability Department does here, and how important that it was, and critical that we have data in creating these field tests, she had to weigh how are we impacting the children. She added that when she sees low-performing schools that are asking for waivers so that they can provide additional instruction, she has a hard time seeing that all of those were denied.
- Dr. Oxendine stated that she respects both opinions on this matter, but at the same time she was going to vote that they accept the recommendation from that Commission.
- Mr. Kenan concurred with Dr. Oxendine and understands Mr. Collins’ position, but to change the Commission’s recommendation, it would be best to have some true facts or some information to justify changing something that may need more in-depth information from the Commission in the future. For now, he will not support that motion.

- Ms. Willoughby stated she was going to support the original motion to accept the Commission's recommendation but will reiterate that they have had much conversation over the years and we need to continue to explore other options.
- Mr. Chasteen asked if there was a reason for the denial and do they have a criterion for that denial. Mr. Davis made one clarification, that there was one school that the Commission did recommend approval. Dr. Howard responded to Mr. Chasteen's question, and noted it may help to know that the Compliance Commission is provided reasons for the appeals, and then the Commission considers each individual school.
- Dr. Howard stated there are nationally recognized technical advisors who are meeting with the testing and accountability staff. Dr. Howard will discuss options with the technical advisors and report to the Board at a future meeting. Mr. Collins asked why one county has 90% and another has 100% effective. Dr. Howard replied that the larger districts have more students and to meet the demographics of the state population some districts just have more to contribute to than others.
- Chairman Cobey stated that upon the substitute motion by Mr. A.L. Collins and seconded by Ms. Rebecca Taylor to approve all the applicants for Field Testing and Special Studies Appeals for the 2017-18 school year. Chairman Cobey noted the substitute motion did not pass and reverts to the original motion by Mr. Davis.
- Chairman Cobey noted that Mr. Collins and Ms. Taylor voted against the original motion.

This item was presented for Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment SLA 4)

Mr. Davis noted that SLA 5 and SLA 6 were postponed until later in the committee report today.

#### ***MOVED TO ACTION ON FIRST READING***

#### ***DISCUSSION***

#### **SLA 7 – Amendment to Course for Credit Policy (CCRE-001) Related to Online Vendor Course Approval**

**Policy Implications:** SL 2017-173

#### **SBE Strategic Plan:**

Goal 2: Every student has a personalized education

Objective 2.2 Increase the number of teachers and students using digital learning tools

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent) and Dr. Eliz Colbert  
(Executive Director, North Carolina Virtual Public School)

#### **Description:**

SL2017-173 Part VI repealed the requirement that all e-learning opportunities be consolidated under the North Carolina Virtual Public School. The law also identified eligibility requirements for e-learning providers, other than NCVPS. As a result, SBE Policy CCRE-001 must be updated to remove reference to e-learning courses requiring approval by NCVPS and to list the e-learning provider eligibility requirements as stated in SL 2017-173.

Excerpt from SL2017-173

PART VI. NORTH CAROLINA VIRTUAL PUBLIC SCHOOL SECTION 6.(a) Section 7.22(h) of S.L. 2011-145, as amended by Section 88 of S.L. 2014-115, reads as rewritten: "SECTION 7.22.(h) Beginning in 2011, the Director of NCVPS shall submit an annual report on NCVPS to the State Board of Education no later than December 15 of each year. The report shall use data from the previous fiscal year and shall include statistics on actual versus projected costs to local school administrative units and charter schools, student enrollment, virtual teacher salaries, and measures of academic achievement. The Director of NCVPS shall continue to ensure the following: (1) Course quality standards are established and met for courses developed by NCVPS. (2) All e-learning opportunities other than virtual charter schools offered by State-funded entities to public school students

are consolidated under the NCVPS program, eliminating course duplication. (3) All courses offered through NCVPS are aligned to the North Carolina Standard Course of Study." SECTION 6.(b) Notwithstanding any other provision of law, local school administrative units may partner with eligible providers other than the North Carolina Virtual Public School for e-learning opportunities. Eligible providers shall meet all of the following: (1) Be accredited by a regional accrediting agency such as, but not limited to, AdvancEd or the Southern Association of Colleges and Schools (SACS). (2) Employ teachers who hold teaching licenses from states that participate in the NASDTEC Educator Identification Clearinghouse. (3) Ensure that courses offered to North Carolina students are aligned to the North Carolina Standard Course of Study. SECTION 6.(c) This section is effective when it becomes law

### Recommendations:

The State Board of Education is asked to amend the existing policy to be compliant with SL 2017-173.

### Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- Mr. Collins stated that one of the things that was not discussed yesterday was about credit recovery, and he asked that this committee add that to your planning sessions so that the Board can have discussion with respect to credit recovery and how we handle that across the state.

*Upon motion by Mr. Eric Davis and seconded by Dr. Olivia Oxendine, the Board voted unanimously to approve the Amendment to Course for Credit Policy (CCRE-001) Related to Online Vendor Course Approval, as presented. (See attachment SLA 7)*

This item was presented for Discussion during the September 2017 State Board of Education meeting. (See Attachment SLA 7)

### INFORMATION

#### **SLA 8– Reintroduction of Preschool Programs to the Eastern North Carolina School for the Deaf (ENCSD, Wilson) and the North Carolina School for the Deaf (NCSD, Morganton)**

#### **SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship

**Objective 1.2:** Graduate students prepared for post-secondary education

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers

**Goal 2:** Every student has a personalized education

**Objective 2.2:** Increase the number of teachers and students using digital learning tools

**Objective 2.3:** Increase the number of schools designated as Science, Technology, Engineering and Mathematics (STEM)- or Global Education-ready

**Goal 3:** Every student, every day has excellent educators

**Objective 3.3:** Increase the number of teachers graduating from quality traditional and alternative educator preparation programs

**Objective 3.4:** Increase the number of principals graduating from quality traditional and alternative educator preparation programs

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators

**Objective 4.3:** Use State and federal funding according

**Goal 5:** Every student is healthy, safe, and responsible

**Objective 5.1:** Create and maintain a safe and respectful school environment

**Objective 5.2:** Promote healthy, active lifestyles for students

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

**Description:**

As NC expands its preschool program statewide, in the 2017-18 year, the ENCSD and NCSD plan to reintroduce their preschool programs for Deaf and hard of hearing children which were discontinued in 1998. Parents of very young children with hearing loss consistently contact ENCSD and NCSD seeking quality services and programs. In light of a lack of sufficient high-quality preschool programs for children with hearing loss, ENCSD and NCSD are uniquely able to provide regionally accessible personalized preschool services and programs, including the essential component of parent education. The preschool programs will seek to have excellent ratings on environment rating scales and nationally recognized quality assessment scales developed through the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. The programs will meet the ten benchmarks for quality standards of the National Institute for Early Education Research (NIERR) in line with the NC Pre-Kindergarten (NC Pre-K) Program.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.

This item was presented as Information during the September 2017 State Board of Education meeting. (See Attachment SLA 8)

**NEW BUSINESS**

- **Multi-Tiered System of Support (MTSS) Implementation Update**
  - ❖ Amy Jablonski, Director, Integrated Academic and Behavior Systems
  - ❖ Amy Miller, MTSS Consultant, Research & Evaluation Specialist

Ms. Jablonski and Ms. Miller updated the Board on the progress of our implementation of MTSS. Mr. Davis stated that they are pleased with the progress they are making. They reported on three areas -- update on the current status, implementation data, and next steps. Ms. Jablonski dispelled a myth that MTSS was just for struggling students. She stated that it was about total school improvement. She also stated that it was about accelerating learning for anybody and everybody by focusing

**ACTION ON FIRST READING**

**SLA 5– Cohort Graduation Rate for the 2017-18 School Year**

**SBE Strategic Plan:**

- Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.
  - Objective 1.1: Increase the cohort graduation rate.
  - Objective 1.2: Graduate students prepared for post-secondary education.
  - Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.
  - Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

**Description:**

The 2016-17 Cohort Graduation Rate will be presented for approval at the Thursday SBE meeting. The summary results will be published electronically at <http://www.ncpublicschools.org/accountability/reporting/cohortgradrate> on September 7, 2017. The report includes both a 4-year and a 5-year cohort graduation rate for all schools and districts.

**Recommendations:**

It is recommended that the Board approve the cohort graduation rate for the 2016–17 school year.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis recognized Dr. Howard to discuss this item.
- Dr. Howard began with the cohort graduation rate and shared that for another year, North Carolina has increased its cohort graduation rate. It is now 86.5% which was a 18.2% increase from the first year it was reported in 2006.
- She stated North Carolina calculates its cohort graduation rate by establishing a cohort of entering ninth graders and then removing from that cohort students who may leave the cohort and adding students who may come in.
- She noted the SBE targets both for the fourth year and five year, and showed that those targets were not met this year, however, at the bottom of the page breaks down the cohort graduation rate by subgroup. Dr. Howard added that they are very pleased to see that all the subgroups increased consistently across the board for this year compared to last year.
- For more detailed information, see Attachment 1 - 2017 Cohort Graduation Rate on eBoard.

*Upon motion by Mr. Eric Davis and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the Cohort Graduation Rate for the 2016-17 School Year, as presented. (See attachment SLA 6)*

This item was presented for Action on First Reading during the September 2017 State Board of Education meeting. (See Attachment SLA 5)

***ACTION ON FIRST READING***

**SLA 6– Release of 2016-17 Accountability and School Performance Grades Report**

**SBE Strategic Plan:**

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

**Description:**

Achievement data, growth data, and School Performance Grades (A–F) for the 2016–17 school year will be presented for approval at the September SBE meeting on Thursday. Included are data on end-of-grade tests, end-of-course tests, The ACT, ACT WorkKeys, math course rigor, and graduation projects. Results for the state, districts, and schools will be available at <http://www.ncpublicschools.org/accountability/reporting/>. Following this release, districts will be able to request data corrections until September 15, 2017. It will be recommended that the Board approve any data corrections at the October SBE meeting.

**Recommendations:**

It is recommended that the Board approve the data results for the 2016–17 school year.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis recognized Dr. Howard to discuss this item.
- Dr. Howard on shared with the Board the 2017 reports, performance and participation for the state of North Carolina. She reminded everyone this report was based on the same information that they have been reporting for the past five years. ESSA reporting will begin with the 2017–18 school year.
- Dr. Howard stated that all schools are included in this report. Beginning with the growth results, Dr. Howard shared that for the 2016-17 school year, the schools that met at growth increased from the previous year, and the combined met and exceeded school statuses, when compared to last year, increased. The schools that did not meet expected growth went down slightly over the previous year.
- For a detailed summary of the assessment results, refer to Attachment 1 – the Statistical Summary of Results, located on eBoard.
- Mr. Collins commented we have just approved an ESSA planned with many goals that have been discussed, and noted that it would be nice for the Board to have that same type of break down with respect to the scores, because if we are going to measure our performances under the ESSA standards, he would like to be able to see it based upon the subgroups that we are pledging that we are going to make improvements.
- Mr. Davis recognized Dr. Nancy Barbour with a report on low performing schools. Dr. Barbour referenced the last page of the report which was an overall summary of the low performing schools, low performing districts and the recurring low performing schools.
- She added there were specific lists that are available but noted they did see an increase in low-performing schools, but that was not the total story. When looking at the low-performing schools, we have an increase of 16 overall, but when we break out the list there was 142 schools, traditional, public and charters that are no longer low-performing, and then we have a new group of low-performing schools totaling 158. Giving it a net gain of 16, but there were schools that have come off the list, and schools that have been placed on the list for the first year. For low-performing districts, we have an additional one, but three districts that came off the list, and four districts that are now on the list. Dr. Barbour reminded the Board that the recurring low-performing schools were those schools who were performing 2-3 consecutive years. So, they must go back and revisit the three years of low-performing schools. She reported that we do have an overall increase of 53 schools. (A detailed summary of the low-performing schools and districts begins on page 22 of Attachment 1.)
- Ms. Taylor commented we have a lot of work to do and we need lots of people to do that work, and it seems like our department is shrinking in that area and this was concerning after seeing these numbers growing.
- Mr. Kenan commented it was disturbing with low-performing schools increasing, and it seems like for years we hear the same conversation. Bottom line was, it would be nice if he could go back to his district and



communities and students that are affected would voice their opinion, but it does not happen that way. He added that when going back home most of these parents do not know how to get out to contact legislature to understand why we need help. He added that it was a disgrace and a shame in his opinion that they continue to not get support. The poverty-stricken kids are the ones who are suffering the most. Who are the poverty kids, it does not take a lot to figure that out either? He added do people really care about their children, the ones who can make a difference in their lives.

*Upon motion by Mr. Eric Davis and seconded by Mr. Reginald Kenan, the Board voted unanimously to approve the Release of 2016-17 Accountability and School Performance Grades Report, as presented. (See attachment SLA 6)*

Chairman Cobey then recognized Ms. Taylor for another report.

## ***DISCUSSION***

### **EICS 4 – Public Release of Qualifying Schools for the Innovative School District**

**Presenter(s):** Dr. Eric Hall, NC Innovative School District Superintendent

#### **Description:**

The Innovative School District (ISD) Superintendent will provide a review of the criteria for qualifying as a school for the Innovative School District, based on G.S. 115C-75.6 (attached). Upon completion of this review and discussion with the State Board of Education, the list of schools that qualify for transfer to the Innovative School District shall be released to the State Board and the public. After this public release of schools that qualify for the ISD, the ISD Superintendent shall collaborate with internal and external stakeholders to review the available data regarding these schools under consideration. Part of this process shall include an evaluation of the schools (using available information), engagement with the local school district superintendents where qualifying schools operate, as well as engagement with local school boards, school principals, county commissioners and the local community. The SBE and the ISD Superintendent shall report annually by January 15 to the Joint Legislative Education Oversight Committee regarding operations of ISD, including selection of innovative schools and their progress.

#### **Recommendations:**

None at this time.

#### **Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Dr. Eric Hall discuss this item.
- Dr. Hall started that today was a very big day because it marked the first step towards the full implementation of the Innovative School District. Mr. Hall announced that they were awarded a strategic planning grant from IBM and this will help us frame out what will this strategic plan for this district look like.
- He discussed information about the innovative school model and noted that there were two strategies - one is the Innovative School and the other is the Innovation Zone.
- Dr. Hall talked the qualifying list and noted that there are no schools being selected today, however, they are talking about the criteria in legislation that identifies those schools, that will need to be looked at and bring forward for consideration going forward as they narrowed that list and shared the NCISD qualifying school criteria.
- Dr. Hall shared based on the current data available we have 48 traditional public schools that qualify for selection statewide, 21 school districts have one or more qualifying schools, and the list was going live as we speak, and will be posted on their website at [www.innovativeschooldistrict.org](http://www.innovativeschooldistrict.org).

- He talked about a potential timeline for the first cohort of the ISD schools to be presented to SBE for consideration in October.

This item was presented for Discussion during the September 2017 State Board of Education meeting. (See Attachment EICS 4)

## **CHAIRMAN'S CLOSING COMMENTS**

Chairman Cobey thanked Board members and advisors for their focus and participation these two days. He noted that many topics and important reports were discussed. He also noted that the ESSA Plan had been approved and must be submitted to USED no later than September 18.

He stated that ESSA, combined with the promise of our Whole Child model that incorporates partner involvement to serve the whole child (including and beyond academics), we can be optimistic for continuing improvement for children and families.

Chairman Cobey thanked all the staff who have worked on developing programs and initiatives that support rigorous academics – through standards revisions, assessment tools, and professional development – all in an effort to keep North Carolina's children competitive anywhere in the United States and around the world. This Board will now work to decide how best to strengthen or add policies and programs that can make a difference.

Chairman Cobey added sincere thanks to the ESSA team, especially Dr. Pitre-Martin, Dr. Fabrizio, and Ms. Brown, for the hours and hours that have gone into this plan.

Chairman Cobey reminded the Board that before they adjourn, he noted that this meeting was the last for our attorney, Ms. Katie Cornetto and Ms. Laura Crumpler, assigned to us from the Attorney General's Office. Their legal advice and service to this Board and the Department have been invaluable. Employees like Ms. Cornetto and Ms. Crumpler don't just show up for work every day – they actually become a major part of the engine that makes a place like this run. Over the years, they have interacted with many, many employees in this Department, and I can promise you that everyone has nothing but praise for their professionalism, their compassion, their commitment, and the way they practice their legal profession. Saying that we will miss them is not enough, but they have certainly left their mark here – on this Board and on the Department.

The Board will formally say good-bye to them in October since they have kindly agreed to return for official recognition of their service, along with our former Executive Director, Mr. Martez Hill.

## **ADJOURNMENT**

Indicating no other business, Chairman Cobey requested a motion to adjourn.

<i>Upon motion by Ms. Patricia Willoughby and seconded by, Lt. Governor Dan Forest, Board members voted unanimously to adjourn the September 7, 2017, meeting of the State Board of Education.</i>
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